MR. V. SUBBA AIYAR (*Nominated*) (*Deputy President*): A resolution may be moved for the purpose.

PRESIDENT: I was also about to say that if Mr. Sivatanu Pillai wishes to move a resolution in the matter, it is up to him to do so, because it is the most appropriate way to register his wishes.

MR. M. SIVATANU PILLAI (*Tovala*): We can avoid an expenditure of over Rs. 10,000 if we discuss it now.

PRESIDENT: That is entirely unconnected with the matter and two subjects cannot be imported into the same adjournment motion. You can take it as a definite assurance from the Government that the Suchindram road question has absolutely nothing to do with the Karkad road. It is merely a matter of providing means of communication to certain people in the State. As I said before, two matters cannot be introduced into one motion.

MR. A. K. PILLAI (*Karunagapalli*): May I know whether the grant was once rejected by the Council?

PRESIDENT: And passed the second time, without question. Accordingly, I say, neither on the general principles nor on the particular case, even supposing both could come under the same adjournment, I do not consider that the matter is so urgent as to suspend the budget business of this House.

DEMANDS FOR GRANTS—(*contd.*)

DEMAND II—EDUCATION.

MR. J. STEPHENSON (*Director of Public Instruction*): Sir, I rise to move for a grant not exceeding Rs. 40·16 lakhs under Demand II—Education.

Motion 47.

MR. C. P. TARAKAN (*Kunnatnad*): Sir, I beg to move the following motion:—

To reduce the allotment of Rs. 1,600 for travelling allowance by Rs. 600.

വളരെ വൈമനസ്യത്തോട്ടുകൂടിയാണു് ഞാൻ ഈ മോഷൻ ഈ സഭയുടെ മുമ്പാകെ അവതരിപ്പിക്കുന്നതു്. ഇന്നലെ ചീഫ് ഇഞ്ചിനീയരുടെ ടാവലിംഗ് അലവൻസു വെട്ടിക്കുറക്കണമെന്നു മിസ്റ്റർ കൊച്ചുകുഞ്ഞുപിള്ള അഭിപ്രായപ്പെട്ട സമയം അതു കുറക്കാൻപാടില്ലാ എന്നും ചീഫ്എൻജിനീയർ രാജ്യത്തിന്റെ നാനാഭാഗങ്ങളിലും സഞ്ചരിച്ചു ജനങ്ങളുടെ അത്യാവശ്യങ്ങളെ മനസ്സിലാക്കേണ്ടതു് ആവശ്യമാണെന്നും അതിനാൽ ടാവലിംഗ് അലവൻസ് കൂട്ടുകയല്ലാതെ ഒരിക്കലും കുറക്കാൻപാടില്ലാ എന്നും ഈ സഭമുമ്പാകെ ആദ്യമായി പ്രസ്താവിച്ചതു് ഞാനാണു. ആ സ്ഥിതിക്കു്, അതുപോലെതന്നെ ഉത്തരവാദിത്വവും, ജനങ്ങളോടു് ഇടപെട്ടു് അവരുടെ ആവശ്യങ്ങളെ നേരിട്ടറിയുന്നതിനു

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ചുമതലയുമുള്ള ഉദ്യോഗസ്ഥനായ എഡ്യൂക്കേഷൻ ഡയറക്ടരുടെ ട്രാവലിംഗ് അലവൻസ് കുറയ്ക്കണം എന്നു പറയുന്നതു്, പ്രഥമദൃഷ്ടിയിൽ ന്യായമല്ലെന്നുതോന്നിയേക്കാം. എന്നാൽ ഈ ഇനത്തിൽ ഫസ്റ്റ്-ൻറെ-രൂപായും ഫസ്റ്റ്-ൽ ആയിരം രൂപായും മാത്രം ചിലവാക്കീട്ടുള്ളതായിട്ടാണു ബഡ്ജറ്റ്കൊണ്ടു കാണുന്നതു്. വരുന്ന ആണ്ടത്തേയ്ക്കു ഫസ്റ്റ് രൂപാ ബഡ്ജറിൽ കൊള്ളിച്ചിരിക്കുന്നു. ഇതുവരെയുള്ള അനുഭവം വിചാരിച്ചുനോക്കിയാൽ മേലും ഈ സംഖ്യമുഴുവനും ചിലവാകാൻ ന്യായമുണ്ടെന്നു തോന്നുന്നില്ല. നേരെമറിച്ചു് രാജ്യത്തിന്റെ നാനാഭാഗങ്ങളിലും ശരിയായി സഞ്ചരിച്ചു്, നാനാവശ്യങ്ങളുടെയും ആവശ്യങ്ങളെ മനസ്സിലാക്കേണ്ടതു് ആവശ്യമാണെന്നു് അദ്ദേഹത്തിനു ബോദ്ധ്യപ്പെട്ടു് അതനുസരിച്ചു പ്രവർത്തിക്കാൻ സന്നദ്ധനാകുകയും അടുത്ത കൊല്ലത്തെ സ്കീമിൽ അതനുസരിച്ചു പ്രവർത്തിക്കാമെന്നു് ഏർപ്പാടുചെയ്കയാണെങ്കിൽ ഞാൻ അദ്ദേഹത്തിനു സന്തോഷം പറഞ്ഞുകൊള്ളുന്നു.

MR. J. STEPHENSON (*Director of Public Instruction*): Sir, the motion is to reduce the travelling allowance under Direction from Rs. 1,600 to Rs. 1,000. If Rs. 1,600 is sanctioned, it will be distributed as follows :—

Rs. 1,000 for the travelling of the Director of Public Instruction,

Rs. 400 for the Overseer, a member of the staff who deals with buildings with regard to their construction and the passing of grants and so on,

and Rs. 200 for the clerks and peons who have to travel with the Director of Public Instruction and a peon who has to travel with the Overseer.

I believe no complaints have been made about the way in which the Overseer does his work. So, I suppose he should have his Rs. 400. A sum of Rs. 200 may also be allowed for the peons and clerks. If that is allowed, there is only Rs. 1,000 left and if we deduct about Rs. 600, as suggested in this motion, from the allotment, then there will be only Rs. 400 left for the Director. I do not know whether it is the argument of Mr. Tarakan that the Director should only travel to the extent of Rs. 400. But I believe the complaint is that the Director does not travel enough. I also agree. It is always a nice point which can only be decided in the circumstances which actually exist as to how much time the Director should spend at headquarters and how much time he should spend on tour. I am not satisfied with the amount of travelling I have been able to do either last year or this year. Certain alterations are being proposed which I hope, when made, will permit the Director to travel more. I may say that during

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[Mr. J Stephenson.]

my nine months' leave, I had time to think about these matters and I came to the conclusion that it would be good if the Director could in every month spend a week on tour. That would be a good arrangement and I shall try to work up to it. I have not been able to do it so far as there have been many special matters this year which needed my attention. If there are no such matters next year and if the amount is sanctioned, I shall endeavour to spend most of it.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): How many days does the Director expect to travel next year?

MR. J. STEPHENSON (*Director of Public Instruction*): I have just informed the House that I expect to travel something like one week every month. In the months in which the Council meetings are held, I may not be able to travel.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): How many miles does he expect to cover?

MR. J. STEPHENSON (*Director of Public Instruction*): At the rate of 8 annas a mile, it would be 2,000 miles. It would be something less than that because travelling allowance includes *batta* also.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): Does he believe that he can travel so much with the amount that is now allotted?

MR. J. STEPHENSON (*Director of Public Instruction*): That depends upon how far he travels. The point is the number of institutions to be visited.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): Does he expect to inspect all the important institutions in Travancore?

MR. J. STEPHENSON (*Director of Public Instruction*): Yes.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): Does the Director think that this amount of Rs. 1,600 is sufficient for the purpose?

MR. J. STEPHENSON (*Director of Public Instruction*): I cannot really answer that question. If it is found to be not enough, it may have to be increased.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): I only asked him whether in his opinion this amount is sufficient.

MR. J. STEPHENSON (*Director of Public Instruction*): I cannot say.

MR. K. K. THOMAS (*Kottayam*): Will the member be pleased to enlighten the House as to the new proposals he makes in regard to more travelling?

MR. J. STEPHENSON (*Director of Public Instruction*): There are certain arrangements which have been proposed in regard to management in the office which, if they are sanctioned, will free the Director from travelling.

MR. K. K. THOMAS (*Kottayam*): Is there not a Manager to look to the work in the office?

MR. J. STEPHENSON (*Director of Public Instruction*): There are at present a Manager and a Personal Assistan in the office. But there should also be a Head Clerk.

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MR. K. K. THOMAS (*Kottayam*): How does he expect to be relieved of his duties in the office by the addition of a Head Clerk if he is not able to cope with it with the assistance of the Personal Assistant and the Manager?

MR. J. STEPHENSON (*Director of Public Instruction*): With the appointment of a Head Clerk, the work will be done better and sooner.

MR. K. K. THOMAS (*Kottayam*): I wish to know from the Director what his additional proposals are and how the Head Clerk will be able to relieve him of his duties in the office.

MR. J. STEPHENSON (*Director of Public Instruction*): The appointment of the Head Clerk will affect only the turnout of office work. There are, of course, schemes from the Devolution Officer which are now under the consideration of the Government. When orders are passed on them, it is expected that I shall be relieved of much of the work in my office.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): I wish to know from the Director whether the statement made in paragraph 4 at page 15 of the Administration Report for 1101 refers to the work done in the course of his tour. I shall read the statement.

"Mr. Stephenson presided over 2 meetings, one at the Scott Christian College Nagercoil, in connection with the celebration of the completion of 25 year's service by the Rev. G. Parker, M. A., B. D., the Principal of the College and the other in connection with the Educational Exhibition held at Tiruvalla in the month of Makaram 1101".

I wish to know whether the first item, namely, the presiding over by Mr. Stephenson at the Nagercoil College forms part of his legitimate work in the course of his tour as the Director.

MR. J. STEPHENSON (*Director of Public Instruction*): I do not know what the member exactly means. If the member's point is whether I got travelling allowance for that visit, the answer is yes.

MR. G. RAMAN MENON (*Mavelikara* cum *Karthikapalli*): Can the other members speak after the official member's reply?

PRESIDENT: Yes.

MR. K. K. THOMAS (*Kottayam*): Sir, the Director of Public Instruction has been year after year coming to this House and explaining the difficulties he is labouring under in the discharge of the Director's work proper. Last time, the then Director had been telling us that on account of heavy strain in the office he found that the days he spent to be so hard and characterised the work that the Director had to do as some sort of "dog's work". I also sympathise with the Director and appreciated the amount of work he had to do in running the office. I have been trying to understand from the Director as to how he proposes to change the present state of affairs so that he may divert his attention more to his work proper and to his satisfaction. I think a Head Clerk has been proposed to be appointed. I fail to see how the addition of a Head Clerk will relieve him of his duties in the office and enable him to go on tour in the various parts of the State. I understand that the Devolution Officer has not yet submitted his report.

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MR. J. STEPHENSON (*Director of Public Instruction*): I may inform the member that the Devolution Officer has already submitted his report and that it is under the consideration of the Government.

MR. K. K. THOMAS (*Kottayam*): But we do not know how his recommendation will be considered by the Government. We all desire very much that the Director goes from one end of the country to the other and see how work is done in the several departmental and non-departmental schools. For some time past, there have been, for want of proper checking, several discrepancies and deficiences in the administration of these schools and I wish that some means may be suggested either by the Director or by the Government whereby the Director may be relieved of some portion of his duties. Last year, Mr. Krishnaswami Aiyar told us that the Director's work from morning till evening has been more in the nature of routine work in the office and how difficult it was for him at the same time to go about and check the subordinate officers. If the Government will supply him with an additional hand or some other assistant to whom he can depute some of his important work, I have no objection because I hold that Rs. 1,600 is necessary for travelling for a man of the status of the Director of Public Instruction.

MR. K. SIVARAMA PANIKKAR (*Shertallai*): May I know from the member whether he knows that there are circuiting officers in the persons of the Inspector and Inspectress of Schools?

MR. K. K. THOMAS (*Kottayam*): Then, why do you want the Director to go on circuit at all?

MR. K. SIVARAMA PANIKKAR (*Shertallai*): That is not an answer to my question. May I know if he is pleased to tell me what will be the nature of the work that the Director has to do during the course of his circuit as differentiated from that which the Inspector and Inspectress have to do?

MR. K. K. THOMAS (*Kottayam*): He has to see whether the reports submitted by the Inspectors are correct and has also to give directions which he may think necessary.

MR. K. SIVARAMA PANIKKAR (*Shertallai*): Does he know the nature of work that is being done by the Inspectors of Schools?

MR. K. K. THOMAS (*Kottayam*): I do not know the exact nature of their work, but I have some idea

MR. K. SIVARAMA PANIKKAR (*Shertallai*): Will the member take it from me that what he wants the Director to do is not much different from what the Inspectors of Schools generally do now?

MR. K. K. THOMAS (*Kottayam*): I do not think it is so. He is not to supply information.

MR. G. RAMAN MENON (*Mavelikara* cum *Kartikapalli*): Sir, as regards the inspection work of the Director of Public Instruction, it seems to me that the Government should not insist upon a large amount of inspection work by the Director now, because the chief work of the Directing authority ought to be to frame educational policies and reforms and to keep the Education Code, Inspection Code and

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other rules for controlling the work of the subordinates up-to-date. These things, I think, are more appropriately done by, the Director from time to time in the ordinary course of affairs than by any special committee or special officers appointed for the purpose. There are inspecting officers for schools and they ought to be competent for inspection work. In other States, an Inspector General is found sufficient for conducting the whole work of the Education Department. Here, there are separate inspecting officers for Vernacular schools, girls' schools and English schools. Under these circumstances, I think at least the Government should avoid having to appoint special officers for revising the code or revising the circulars in the Education Department. All such work should be done in the office of the Director of Public Instruction. A large amount of unnecessary work appears to be thrown upon the controlling officers of the department so that they appear to have very little time to see to the real work of controlling, to suggest new methods of teaching or to suggest new schemes and policies and reforms in the Education Department. At least so far as the Director of Public Instruction is concerned, I think a large amount of inspection on his part is not necessary. At the most, he should be required only to inspect the colleges. The Colleges are inspected by the University authorities and the Director also can inspect them. So far as the schools are concerned, I think the Director need not in the ordinary course of affairs be asked to inspect unless special occasion arises. It seems to me on the whole that the point may be stressed that the Director of Public Instruction should be more concerned with the framing of the policies of the department and the framing of the rules and codes for the work of the department than to do inspection work.

MR. C. P. THOMAS (*Nominated*): Sir, I also wish to express the opinion that there is not much good in insisting upon the Director of Public Instruction inspecting institutions which are already being inspected by responsible Inspectors or Inspectresses. I do not say there is not any need for checking the work of inspection done by these officers. But such checking can be done without a constant round of inspections. Here and there, institutions might be inspected and the information gathered by the Director might be compared with the information given by the officers with regard to these institutions and in that way I am sure the work of inspection done by the inspecting officers can be checked. As my friend Mr. Raman Menon has pointed out, and I think, as my friend Mr. Sivarama Panikkar also implied, the work of the Director of Public Instruction should consist more in formulating policies in connection with the educational work of the State. He should always be keeping himself in touch with the course of public opinion on matters connected with education. He should find time to hold periodical conferences with those who are directly engaged in the work of education and with leaders of public opinion, both officials and non-officials, who are interested in the work of education. He can spend his time in finding out the educational needs of particular localities in the State. In this, the work of the Director of Public

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[Mr. C. P. Thomas.]

Instruction should be guided by those who have been pleading again and again that the Director of Public Instruction should be free from the burden of routine work in his office. It is not with a view that he may do more travelling work, but it is in order that he may be enabled to devote enough time to questions of educational policy, of introducing reforms in the courses of study and similar matters.

With regard to the colleges, I am sure there is need for the Director of Public Instruction to devote more time for their inspection. It is true that the University has got to do that function, but it is only rarely that the University Commissioners come for inspection and it would be a pity that, when they come for inspection, they find out defects in our collegiate institutions which ought to have been found out earlier by the Director of Public Instruction and remedied by him. So, I think, with regard to such institutions, the attention of the Director of Public Instruction should be devoted more frequently than he is able to do now.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): Are not the Principals capable of attending to that work?

MR. C. P. THOMAS (*Nominated*): I think, Sir, that they are simply authorities for their particular institutions and since there are a number of such institutions, I think it is necessary that the Director of Public Instruction should inspect them. For that matter, I may say that there are responsible Hedmasters of High Schools and it may be said on the same ground that there is no need for Inspectors of Schools.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): Does Mr. Thomas think that the case of Headmasters of schools is the same as that of the Principals of colleges?

MR. C. P. THOMAS (*Nominated*): I think it is the same.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): Does Mr. Thomas think that the Headmasters of schools may be classified on a level with the Principals of the colleges?

MR. C. P. THOMAS (*Nominated*): I think the work of the Headmasters in the High Schools is the same as the work of the Principals in the colleges.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): Sir, I do not suggest that any amount should be reduced out of this sum of Rs. 1,600 provided for the travelling allowance of the Director. I think it is necessary that the Director of Public Instruction should make occasional travels in the different parts of the country. But the only point on which I beg to differ is that the work that the Director should attend to during his tour should be different from the work that is generally attended to by the Inspectors. From the Administration Report for 1101, which I quoted when I put a question

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to the Director, I understand that the matter he attended to in the course of his travel was not of a nature expected of the Director. On one occasion, he presided over a meeting held in connection with the completion of 25 years' service of a Principal of a college and on two other occasions he visited the old buildings of the English High school, Chengannur, and the Primary school for boys, Chengannur, with a view to decide their suitability for accommodation. I think the question of determining whether a particular building is suited for accommodation or not could be left to the discretion of the Inspector himself. The Inspector who is a responsible officer may very well attend to such work. If it is the safety of the building that is in question, I believe, the Director himself is not the person to express an opinion thereon. Some officers of the Public Works Department may in such cases be entrusted with the matter.

MR. K. SIVARAMA PANIKKAR (*Shertallai*): Is the member aware that there is already a departmental Overseer to attend to the safety of buildings?

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): I was only saying that the Director is not personally in a position to attend to it. The only occasion when he has done any useful work during his tour that year, I think, was when he presided over the Educational Exhibition held at Tiruvalla.

MR. KALLUR NARAYANA PILLAI (*Pattanamtitta*): ചെങ്ങന്നൂർ ഇംഗ്ലീഷ് സ്കൂൾ സൈറിനെ സംബന്ധിച്ച് ഇൻസ്പെക്ടർക്കും ഇൻസ്പെക്ടറിനും തമ്മിൽ അഭിപ്രായവ്യത്യാസമുള്ളതായി അറിയാമോ?

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): I shall state the cases where the Director should make local inspection himself. My point is that the Inspectors may do the ordinary inspection work, but in exceptional cases, *e. g.*, when complaints are raised against them, it is for the Director to make a local inspection. So, I suggest that, in future, in making his tour, the Director should keep the wider outlook of the Education Department and educational policy in view and need not engage himself with minor details.

MR. K. SIVARAMA PANIKKAR (*Shertallai*): Will the member please state the nature of the work he expects of the Director?

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): I said that when there is any complaint against the Inspectors, the Director has to enquire into it. For example, if the people complain against the report of the Inspector in the matter of granting recognition to a school, the Director should himself inspect.

MR. K. SIVARAMA PANIKKAR (*Shertallai*): Does the member therefore insist that constant touring is abtolutely necessary?

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): I do not say so. I only say that the Director need go on tour only in case of need and that the ordinary routine inspection work may be left to the Inspectors. That is my position.

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MR. C. P. TARAKAN (*Kunnatnad*): സർ, ഡയറക്ടരുടെ സക്കീട്ടിനെ സംബന്ധിച്ച് ഇതുവരെയുള്ള അനുഭവം തൃപ്തികരമല്ലെന്ന് അദ്ദേഹം സമ്മതിച്ച സ്ഥതിക്ക് ഇതേപ്പറ്റി അധികം പറയേണ്ടതായ ആവശ്യം വരുമെന്നു വിചാരിച്ചിരുന്നില്ല. എന്നാൽ ഈ ഭാഗത്തെ സാമാജികന്മാരിൽ ചിലർ ഡയറക്ടർ സക്കീട്ട് ചെയ്യേണ്ട ആവശ്യമില്ലെന്ന് അഭിപ്രായപ്പെട്ടതിനാൽ അതിനെപ്പറ്റി എനിയ്ക്കും രണ്ടു വാക്ക് പറയാതിരിക്കാൻ നിവൃത്തിയില്ല. സാധാരണ ഉദ്യോഗസ്ഥന്മാരുടെ സക്കീട്ടിനും ഡയറക്ടരുടെസക്കീട്ടിനും വളരെ വ്യത്യാസമുണ്ട്. കള്ളുഷാപ്പുകളെ പരിശോധിക്കാൻഎക്സൈസ് പെററി ആഫീസർമാരും അവരെ പരിശോധിക്കാൻ ഇൻസ്പെക്ടരും അസിസ്റ്റൻറുകമ്മീഷണർമാരും ഉള്ളതുകൊണ്ട് പിന്നെ എക്സൈസ് കമ്മീഷണർ എന്തിനു സക്കീട്ട് ചെയ്യുന്നു എന്നു ചോദിച്ചാൽ അതിനുസമാധാനം ഇല്ല.

MR. M. SIVATANU PILLAI (*Tovala*): എക്സൈസ് കമ്മിഷണരുടെ സക്കീട്ട് കള്ളുഷാപ്പു പരിശോധിക്കാനാണൊ?

MR. C. P. THOMAS (*Nominated*): ഡയറക്ടക്കും കള്ളുഷാപ്പു പരിശോധിക്കേണ്ട ആവശ്യമുണ്ടൊ?

MR. C. P. TARAKAN (*Kunnatnad*): ഡയറക്ടർ അവർകൾ കള്ളുഷാപ്പിൽ പോകേണമെന്നു ഞാൻ പറഞ്ഞില്ല. സംസ്ഥാനത്തുള്ള എല്ലാ ഡിപ്പാർട്ടുമെൻറിലും പ്രത്യേകം ഉദ്യോഗസ്ഥന്മാരെ നിയമിച്ചിട്ടുണ്ട്. അവർ സക്കീട്ടുചെയ്തു് അവരവരുടെ ഡിപ്പാർട്ടുമെൻറിനെ സംബന്ധിച്ച കാര്യങ്ങൾ അന്വേഷിക്കുന്നുണ്ടു. അതുകൊണ്ടു സംസ്ഥാനം ഒട്ടുക്കുള്ള അധികാരം വഹിക്കുന്ന ആളും എല്ലാ കാര്യങ്ങളിലും മനസ്സിരുത്തി പ്രവർത്തിക്കുന്നആളുമായ ദിവാൻജി അവർകൾ സക്കീട്ടുചെയ്യേണ്ട എന്നു് ആരെങ്കിലും പറയുകയാണെങ്കിൽ അതു് ഒരു വലിയ അക്രമമാണെന്നെ എനിക്കുപറയാനുള്ളു. വിദ്യാഭ്യാസഡിപ്പാർട്ടുമെൻറിന്റെ വിസ്താരമായ ഭാഗത്തെപ്പറ്റി അന്വേഷിക്കാനാണു ഡയറക്ടർ സക്കീട്ടുചെയ്യേണ്ടതു്. സ്കൂളുകളുടെനിലയെപ്പറ്റി ശരിയായി മനസ്സിലാക്കണമെങ്കിൽ ഡയറക്ടർ അവർകൾ ആ സ്ഥലങ്ങളിലേക്കു പോകുകതന്നെ വേണം. ഏതേതുസ്ഥലങ്ങളിൽ ഏതുനിലയിലുള്ള വിദ്യാഭ്യാസമാണു വേണ്ടതെന്നും ഏതുസ്ഥലങ്ങളിലാണു സ്കൂളുകളുടെ ആവശ്യമുള്ളതെന്നും അന്വേഷിച്ചറിയേണ്ടതു ഡയറക്ടരുടെ ചുമതലയാണു്. അങ്ങനെ സക്കീട്ടുചെയ്യേണ്ട ആവശ്യമില്ലെങ്കിൽ സിക്രട്ടറിയേററിൽ ഇപ്പോൾ ഉള്ള ഒരു സിക്രട്ടറിമാത്രം

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മതിയാകും. അങ്ങിനെ ആയിരുന്നാൽ ഈ രാജ്യത്തിൽ വിദ്യാഭ്യാസവിഷയമായ ഒരു അഭിവൃദ്ധിയും ഉണ്ടാകുന്നതല്ല. ബറോഡ, മൈസൂർ, കൊച്ചി മുതലായ സംസ്ഥാനങ്ങളിലുള്ള വിദ്യാഭ്യാസഡയറക്ടന്മാർ ധാരാളമായി സക്കീട്ടുചെയ്യുന്നും അവരുടെ വിദ്യാഭ്യാസത്തിനു നാൾക്കുനാൾ ഉന്നമനം ഉണ്ടായിക്കൊണ്ടിരിക്കുകയും ചെയ്യുന്നു എന്നുള്ളതു് അവിടത്തെ രാജ്യഭരണറിപ്പോട്ടുകൾ വായിച്ചാൽ മനസിലാകുന്നതാണു്. നമ്മുടെ വിദ്യാഭ്യാസഡയറക്ടരായിരുന്നവരിൽ ഒരാൾക്കു്, മാധവരായർ സ്റ്റാറ്റു എതെന്നും, ജനറൽ ആസ്സുത്രി എതെന്നും, കിഴക്കേതെന്നും, തെക്കേതെന്നും, അറിയാൻ വയ്യ എന്നു കേട്ടിട്ടുണ്ടു്. ഇങ്ങനെയുള്ള ഒരു ഉദ്യോഗസ്ഥൻ സക്കീട്ടുചെയ്യാതിരുന്നാൽ അതിൽനിന്നുണ്ടാകുന്ന ഫലം എന്താണെന്നു പ്രത്യേകിച്ചു പറയേണ്ട ആവശ്യമില്ലല്ലൊ. അതിനാൽ ശരിയായവിധം സക്കീട്ടു ചെയ്യണം എന്നു ശക്തിയോടുകൂടി പറയുകയും അപ്രകാരം ചെയ്യ ജനങ്ങൾക്കു് അവശ്യമായ കാര്യങ്ങളിൽ കൂടുതൽ ശ്രദ്ധ എടുക്കാമെന്നു മിസ്റ്റർ സ്റ്റീഫൻസൺതന്നെ സമ്മതിക്കുകയുംചെയ്തതുകൊണ്ടു ഞാൻ ഈ മോഷനെ പിൻവലിച്ചുകൊള്ളുന്നു.

The motion was, by leave of the House, withdrawn.

Motion 48.

MR. A. K. PILLAI (*Karunagapalli*): Sir, I beg to make the following motion:—

To reduce the allotment of Rs. 17,980 for Direction by Rs. 10.

I realise the gravity of the position which I take when I propose a cut in regard to the Direction of the Education Department. The Director of Public Instruction, Sir, I would conceive as a great ambassador of knowledge and culture in the Travancore court. I should not allow that that department should be considered as one of the red-tape type of Government departments. It ought to be considered apart and alone. In countries where the popular rights are valued, where culture is appreciated at its true value, education is not bound down by the rul of a department. It is an anomaly that education should be controlled by the Government. Government always stand for *status quo*. They are always eager to perpetuate things as they are. That is exactly the policy of any Government, whereas the aim of education is always to go forward, always to demolish the old barriers and to pave the way for progress. I have always considered that it is an anomalous state of affairs when an institution that stands for *status quo* is controlling an agency that is directly for progress. Realising as I do gravity of the subject, I feel very nervous indeed to move cut in regard to Direction.

ming more concretely to our departmental affairs, I also reali- present Director, and for that matter, every has been over-worked; but they are being ov

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[Mr. A. K. Pillai.]

Directors but as something like office managers. They do every work except the work of Direction. Sir, I am not saying this in a disparaging tone. I do realise their difficulties and, as has been mentioned here on more than one occasion, not only in connection with the previous cut but also in the previous sessions, the Director is trammelled with extraneous work of a routine nature. He has got to do the policing of the Inspectors, the Assistant Inspectors and even Headmasters. He has little time, I may say hardly any time at all, to enunciate policies, to formulate schemes, to examine and re-examine the state of education. Education must be a living force. It is not enough that the Education Department exists. It must really live. It must justify its existence by enunciating policies and examining policies at various stages and see whether each policy suits the conditions. The various schools under the Director of Public Instruction must be something like laboratories where the has got to watch how the policies are growing and how they are working. It is in that connection that I should value the inspection. He is not going there, as has been suggested indirectly by somebody, as the Excise Commissioner goes to detect something. It is not like that that he goes on tour. He goes there openly and he goes there with something to give and to receive. He goes there to study for himself how the plan is working, how the policy is developing and where it requires modification or readjustment. For that purpose, Sir, the Director must be left entirely free. He must be an officer at large. He must have enough time to go about. He must be untrammelled by the rules of Government routine. But when we examine these things, when we try to find out if this is exactly the state of affairs here, we shall be disappointed. I do not blame the Director, but it is the State that has been the cause. We want that the Director should not be one who is merely promoted as a matter of course. He should not be one who was first an Assistant Professor and was then made a Professor, then an acting Principal, a permanent Principal, further an acting Director and lastly the permanent Director. We want in the Director a man who has been a life-long student of education. He must be an expert not in Chemistry not in Literature, not in Physics, not in History nor in Mathematics. We want him to be a man who has been studying educational problems, not merely by sitting in his office room but by travelling in various countries and studying the various types of educational institutions. That however, is not the case here. Can we then claim with any right that justice is being done by the Director of Public Instruction? Unhappily, we find that education in Travancore is going on as it did, some thirty years ago. Many countries have been going ahead; especially, after the war, we find new ideas have come into existence. But, in Travancore, things are going merrily as in the old bullock-cart days. We want a man who knows what education really is and who has got enough time to study problems. Sir, I have presented the question in

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and broad outline, and the time allotted to me being very, very brief I resume my seat.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*) : Should there not be somebody to attend to the Direction of the administrative side of the department also ?

MR. A. K. PILLAI (*Karunagapalli*) : I have tabled a separate motion to deal with the administrative side of the present system. When that, motion comes up, I will answer that.

MR. K. SIVARAMA PANIKKAR (*Shertallai*) : What does the member say as regards educational reconstruction ?

MR. A. K. PILLAI (*Karunagapalli*) : I have already presented my case in its broad outline. Moreover, the time at my disposal is very, very brief to have any sort of adequate presentation of all the aspects.

MR. M. SUBRAHMANYA PILLAI (*Agastisvaram*) : May I know whether Mr. A. K. Pillai—

PRESIDENT : The member has resumed his seat.

MR. C. P. THOMAS (*Nominated*) : I support Mr. A. K. Pillai's motion. The Director of Public Instruction is burdened with multifarious duties of a minor charactor. The curriculum of studies which was framed twelve years ago has been left practically without any change. I do not think any serious effort has been made by any of the successive Directors, to see, how far this curriculum is working to the advantage and profit of the students. As far as I know, there is no attempt to get together a conference of those who are working this curriculum in order to find out the defects of the curriculum and in order to bring about any improvements suited to the advancing age.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*) : Has the member come across any faulty feature in the working of the curriculum ?

MR. C. P. THOMAS (*Nominated*) : I have no time to discuss the details but still I know there are many, defects.

Again, there is the direct method of teaching English, introduced about twenty years ago. So far as I know, there is no attempt made to find out how the direct method of teaching is successful or not, whether there is need for modifying that system or for doing away with that system. Further, there is the question of adopting the Vernacular as the medium of instruction in English schools in the lower classes. With regard to this question also, although reference has been made in various representative bodies and the Headmasters' Conference, so far as I know, this question has not received the continued attention of any Director of Public Instruction. No decision has been come to on that subject.

Then, there is the question of specialisation in general knowledge subjects in High Schools. I say that the very fact that such questions have not been tackled by the highest educational authorities in the State

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[Mr. C. P. Thomas.]

and no decision has been made is proof enough that the Director of Public Instruction has not been able to devote his attention to subjects which ought to have received his attention as the head of the Education Department.

MR. K. SIVARAMA PANIKKAR (*Shertallai*): I do also quite concur with the motion of Mr. A. K. Pillai. From an interpellation put to him, I gauged that his point of view is to have a thorough overhauling of the present system of education that we are having now. In that aspect, I quite agree with him. While the problem of unemployment is facing us so fiercely, it is high time, Sir, that we should try to make some change in our present educational system. However, when we think about it, we will see that it is very difficult to make any change at all because, in this respect, we know that we are not our own masters to introduce a change in the present system of education. In order that it might concur with the ideals of the educational system that is obtaining in the Madras University, that University also should agree with us in that respect. Still, we must have our ideal as a bread and butter winning ideal, in the policy of education. For this purpose, the Director of Public Instruction requires some amount of touring, touring inasmuch as it enables him to study the local conditions, also touring abroad particularly to learn types of institutions, as Mr. A. K. Pillai puts it, and also to study the conditions prevalent there and to examine and to re-examine how far these conditions apply and these institutions can be kept up-to-date in our State. So far as things go, an educational reconstruction is absolutely necessary. Some two years ago, I do remember that a comprehensive Committee was promised with regard to introducing some sort of change in our educational system. I am sorry to note that nothing substantial has been done in that direction till now. I believe this House and the Government as well as the Education Department will seriously consider and try to introduce some change that will at least conduce to the well-being of the people at large.

MR. C. KERALAVARMA KOILTAMPURAN (*Edavagai*): സർ, എന്റെ സ്നേഹിതൻ മി: എ. കെ. പിള്ളയുടെ ഉപക്ഷേപത്തോട് ഞാൻ വളരെ സന്തോഷപൂർവ്വം യോജിക്കുന്നു. വിദ്യാഭ്യാസം എന്നുള്ളതു് എത്രയോ പ്രധാനമായ ഒരു സംഗതിയാണു്. അതു് രാജ്യത്തിലുള്ള ജനങ്ങളുടെ ശ്രേയസ്സിനും നന്മയ്ക്കും നിദാനമായിട്ടുള്ളതുമാകുന്നു. അതിനെ ശരിയായ ചാലിൽക്കൂടി നയിപ്പിക്കാത്തപക്ഷം ഗുണത്തിനു പകരം ദോഷംചെയ്യു എന്നും വന്നേക്കും. നമ്മുടെ രാജ്യത്തിലെ വിദ്യാഭ്യാസം വകയ്ക്ക് ആണ്ടുതോറും കൂടുതൽ കൂടുതൽ പണം അനുവദിച്ചു വരുന്നുണ്ടു്. അതുകൂടാതെ വിദ്യാർത്ഥികളുടെ രക്ഷകർത്താക്കന്മാരും ഈ വകക്കു് അസംഖ്യം പണം ചിലവിടുന്നുണ്ടു്.

എല്ലാംകൂടിചേർത്താൽ ഒരുകോടി രൂപയ്ക്കുമേൽ വിദ്യാഭ്യാസത്തിനായി ഈ രാജ്യത്തിൽ ആണ്ടുതോറും ചിലവുചെയ്യുന്നതായികാണാം.

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ഇതുയും ഒരു വലിയതുക ചിലവുചെയ്യാൻ നമ്മുടെ രാജ്യത്തിനു ശക്തി യില്ല. എങ്കിലും വിദ്യാഭ്യാസം എന്നതിന്റെ ആവശ്യത്തിന്നായിട്ടു കൊണ്ടു് നമുക്കു ചിലവാക്കേണ്ടതായിട്ടുതന്നെയിരിക്കുന്നു. ഇതിൽ ആ ക്ഷം സങ്കടവുമില്ല. എന്നാൽ വിദ്യാഭ്യാസസമ്പ്രദായം ശരിയായ രീതി യിൽതന്നെയാണോ നടത്തുന്നതെന്നു സൂക്ഷിച്ചുനോക്കിക്കൊണ്ടിരിക്കേ ണ്ടതു് എതുയും പ്രധാനമായ സംഗതിയാണു്. ഇംഗ്ലണ്ടു മുതലായ പ രിഷ്കൃതരാജ്യങ്ങളിൽ, വിദ്യാഭ്യാസസമ്പ്രദായങ്ങളെ അപ്പോഴപ്പോൾ പ രിശോധിക്കുന്നതിനു് ഓരോ കമ്മീഷൻ ഏർപ്പെടുത്താറുണ്ടു്. നമ്മുടെ രാജ്യത്താകട്ടെ എതുയോകാലത്തിനുമുമ്പു നടത്തിവന്നിരുന്ന ഒരു പ തിവനുസരിച്ചു് ഇപ്പോൾ നടത്തിക്കൊണ്ടു പോകുന്നു എന്നല്ലാതെ വിദ്യാഭ്യാസം കാലാനുസൃതമായിരിക്കുന്നുണ്ടോ എന്നുള്ള സംഗതി അപ്പ ഴപ്പോൾ പരിശോധിക്കുന്നില്ല. ഇതു് ഒരു വലിയ പിശകാണു്. ഈ പണം ഇങ്ങനെ ചിലവിടുന്നതിനെപ്പറ്റി ആലോചിക്കുമ്പോൾ ഇതൊരു വെറും പാഴു ചിലവല്ലയോ എന്നുംകൂടി സംശയിക്കേണ്ടതായിരിക്കു ന്നു. ഇപ്പോഴത്തെ വിദ്യാഭ്യാസത്തിനുള്ള ന്യൂനതകളെ എല്ലാം എടുത്തു പറയാൻ എനിക്കു് ഇവിടെ സമയമില്ല. എങ്കിലും പ്രധാനമായ ഒന്നു രണ്ടു സംഗതികളെപ്പറ്റിമാത്രം പറയണമെന്നു വിചാരിക്കുന്നു.

വിദ്യാഭ്യാസംകൊണ്ടു കുട്ടികൾക്കു പ്രധാനമായി കിട്ടേണ്ടതു് മനഃ സംസ്കാരമാണു്. വിദ്യാഭ്യാസം പൂർത്തിയാകുമ്പോൾ ഈശ്വരഭക്തി, രാജ ഭക്തി, ഗുരുതപം, വണക്കം, നല്ലനടപ്പു, ആരോഗ്യം ഇത്യാദി ഗുണങ്ങ ളും കുട്ടികളിൽ തെളിഞ്ഞുകാണണം. ഇതാണു് വിദ്യാഭ്യാസംകൊണ്ടുണ്ടാ കേണ്ട ഫലം. (*Hear, hear,*) നമ്മുടെ ഇപ്പോഴത്തെ വിദ്യാഭ്യാസംകൊണ്ടു ഇതൊന്നും കിട്ടുന്നില്ല. പണ്ടു നമ്മുടെ പൂർവീകന്മാർ വിദ്യാഭ്യാസവിഷ യത്തിനു് ഇതുയൊന്നും പണം ചിലവാക്കിവന്നിരുന്നില്ലെങ്കിലും കുട്ടി കൾക്കു മേൽപറഞ്ഞ ഗുണങ്ങൾ ഉണ്ടാക്കുന്നതിനു സഹായിച്ചുകൊണ്ടി രുന്ന ഒരു വിദ്യാഭ്യാസപദ്ധതിയെയാണു് അവർ നടത്തിവന്നിരുന്നതു്. പണ്ടുള്ളവർ കുറച്ചു സംസാരിച്ചു വളരെകാര്യങ്ങൾ നടപ്പിൽവരുത്തി. ഇന്നാകട്ടെ, നാം ധാരാളം സംസാരിക്കുന്നു. കുറച്ചുകാര്യങ്ങൾ നടത്തുന്നു. എല്ലാ സംഗതിയിലും അന്നം ഇന്നും ഉള്ള വ്യത്യാസമിതാണു്. അന്നു സംസാരം കുറവു് കാര്യനടപ്പധികം, ഇന്നു സംസാരം അധികം കാര്യ നടപ്പു കുറവു്. പണവും ഇന്നു ധാരാളം ചിലവാകുന്നു. കയ്യിലുള്ള പ ണവും കൊടുത്തു കടിക്കുന്ന പട്ടിയെ വാങ്ങിക്കുന്നതുപോലെയാണു് ഇന്ന ത്തെ വിദ്യാഭ്യാസപദ്ധതിക്കു പണം ചിലവാക്കുന്നതു്. മാതാപിതാക്ക

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[Mr. C. Keralavarma Koiltampuran.]

നമ്മുക്ക് കയ്യിലുള്ള പണവുംപോയി, കൂട്ടികൾ തിരിയെ വീട്ടിൽ വരുമ്പോൾ വലിയ ഉപദ്രവവുമായി. ഓരോ രീതിയെ മുഴുവനും മാറി നമ്മുടെ നാട്ടുനടപ്പിനും, സ്വഭാവത്തിനും, ആചാരത്തിനും ഭാവിശ്രേയസ്സിനും ആവശ്യമായ ഒരു വിദ്യാഭ്യാസപദ്ധതിയെ രൂപീകരിക്കേണ്ടകാലം അതിക്രമിച്ചിരിക്കുന്നു.

രണ്ടാമതായി എനിക്കു പറയാനുള്ളതു് നാട്ടുഭാഷകളെ തീരെ നിസ്സാരമായി തള്ളികളഞ്ഞിരിക്കുന്നതിനെക്കുറിച്ചാണു്. നാട്ടുഭാഷകളെ ചവിട്ടിത്തേച്ചുകൊണ്ടാണു് ഇപ്പോഴത്തെ വിദ്യാഭ്യാസരീതിയുടെ പ്രവർത്തനം. ഇങ്ങിനെയുള്ള ഒരു രീതി ഇവിടെവച്ചുകൊണ്ടുതന്നെ പോകയാണെങ്കിൽ നാട്ടുഭാഷക്കും രാജ്യത്തിനും എങ്ങിനെ അഭിവൃദ്ധിയുണ്ടാകും? ഇവിടെ അധഃകൃതവർഗ്ഗക്കാർ (Depressed classes) എന്നു് ഒരുതരം ജാതിക്കാരെ നാം ധാരാളം കണ്ടുവരുന്നുണ്ടു്. അവരുടെ ഉന്നമനത്തിനു വേണ്ടി പലരും ശ്രമിക്കുന്നുമുണ്ടു്. എന്നാൽ അതുപോലെ പാശ്ചാത്യപരിഷ്കാരംകൊണ്ടു് അധഃകൃതമാക്കിയിട്ടിരിക്കുന്ന മാതൃഭാഷകളെ ഉയർത്തണമെന്നു് ആരും വിചാരിക്കാത്തതു് വളരെ വളരെ പരിതാപകരംതന്നെ (മി: ഏ. കെ. പിള്ള (*Hear, hear.*) നമ്മുടെ നാട്ടുഭാഷകളെ "depressed languages" എന്നതന്നെയാണു ഞാൻ വിളിക്കുന്നതു്. (ചിരി) ഡിപ്രസ്സഡു് ക്ലാസ്സുകളിലുൾപ്പെട്ട ജനങ്ങളുടെ തീണ്ടിനു് ഒരു താരതമ്യം കല്പിച്ചിട്ടുണ്ടു്. അതായതു്, ഫ വ അടിദൂരം, വ ര അടി ദൂരം, നന്ന അടി ദൂരം, ന്ന ര അടി ദൂരം ഇങ്ങിനെയാണു്. എന്നാൽ ഈ നയവും നമ്മുടെ വിദ്യാഭ്യാസഡിപ്പാർട്ടുമെൻറുകാർ അനുകരിച്ചുകാണുന്നു. അത്ഭുതംതന്നെ! സംസ്കൃതത്തിനു് പന്ത്രണ്ടടിദൂരം (ചിരി). വേറെ ചില ഭാഷകൾക്കു് അതിൽ കൂടുതൽ, ഒടുവിൽ മലയാളത്തിനു് ന്ന അടിയും തീണ്ടൽ വച്ചിട്ടുണ്ടു് (ചിരി). വിശേഷംതന്നെ! "പശ്യതി പശ്യതിപരദോഷാണി, ആത്മദോഷം നപശ്യതി". സവർണ്ണർ അവർണ്ണർക്കു തീണ്ടൽ വച്ചിരിക്കുന്നതിനെ ഗവണ്മെൻറിൽനിന്നും പൂരിക്കുന്നു. അതെസമയംതന്നെ അവർ നാട്ടുഭാഷകൾക്കു തീണ്ടൽ നിശ്ചയിച്ചിരിക്കുന്നു. സർ, നാട്ടുഭാഷകളെ തീരെ പൂരിച്ചുംകൊണ്ടു് ഏർപ്പെടുത്തിയിട്ടുള്ള ഒരു വിദ്യാഭ്യാസരീതികൊണ്ടു് ഏതു രാജ്യത്തിനു് ഈ ഭൂമിയിൽ ഗുണം കിട്ടിയിട്ടുണ്ടു്? ആർക്കെങ്കിലും അറിയാമെങ്കിൽ പറഞ്ഞാൽകൊള്ളാമായിരുന്നു. ഏതു ചരിത്രത്തിൽ കാണും?

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നമ്മുടെ നാട്ടിൽ സകലകാര്യങ്ങളിലും നാട്ടുഭാഷകൾക്കു താഴ്ന്ന സ്ഥാനമാണു കല്പിച്ചിട്ടുള്ളതു്. കാളേജുകളിലും മലയാളത്തിനു് സ്ഥാനം തീണ്ടും തികച്ചുണ്ടു് സംസ്കൃതത്തിനു് കുറച്ചുഭേദം. സംസ്കൃതം ആപ്ഷണൽ എടുത്തു പഠിച്ചു് ഉന്നതപരീക്ഷ പാസ്സായ ഒരാളിനു പണ്ഡിറ്റ് എന്നു് ഒരു പേരു കൊടുത്തു കാളേജുകളിൽ ആക്കുന്നുണ്ടു്. ശമ്പളവും കുറവാണു്. എന്നാൽ വേറെ വല്ലതും ആപ്ഷണൽ എടുത്തു പഠിച്ചയാളാണെങ്കിൽ ഉടനെ അസിസ്റ്റൻറു് പ്രൊഫസ്സറോ മറെറാ ആയി നിയമിക്കുന്നു. ശമ്പളവും നൂറോ രൂപാ കൊടുക്കും. ഇതിനു കാരണം തീണ്ടു കല്പിച്ച ഭാഷ പഠിക്കുന്നതുകൊണ്ടു മാത്രമാണു്. (ചിരി). ഇപ്പോൾ ആർട്ട്സ് കാളേജിൽ വളരെ യോഗ്യനും, ബുദ്ധിമാനും, സമർത്ഥനുമായ ഒരാളാണു് സംസ്കൃതഭാഷയുടെ അദ്ധ്യക്ഷൻ. അദ്ദേഹത്തെപ്പോലെ യോഗ്യതയുള്ളവർ ഈ നാട്ടിൽ വളരെ ദുർല്ലഭമാണു്. യൂനിവേർസിറ്റിയും അദ്ദേഹത്തിനെ ബഹുമാനിച്ചിട്ടുണ്ടു്. അദ്ദേഹത്തിനെപോലെ അത്ര സർവ്വീസ്സുള്ളവരും നമ്മുടെ കാളേജുകളിൽ വേറെ ആരെങ്കിലും ഉണ്ടോ എന്നുള്ള കാര്യവും സംശയമാണു്. എന്നിരുന്നിട്ടും അദ്ദേഹത്തിനെ ഗവർണ്മെൻറിൽനിന്നും യാതൊരു വിധത്തിലും പ്രോത്സാഹിപ്പിക്കുന്നില്ല. ശമ്പളക്കൂടുതലില്ല. പ്രൊഫസ്സർ സ്ഥാനമില്ല. അസിസ്റ്റൻറു് പ്രൊഫസ്സർ സ്ഥാനംപോലും ഇല്ല. ഇതെന്തുകഷ്ടം! അദ്ദേഹം സംസ്കൃതമല്ലാതെ വേറെ ഒരു ഭാഷ എടുത്തു പഠിച്ചു് ഡിഗ്രി എടുത്തിരുന്നു എങ്കിൽ ഇപ്പോൾ അദ്ദേഹം ചീഫ്പ്രൊഫസ്സറായി ൭൫൦ രൂപാ ശമ്പളവും വാങ്ങുമായിരുന്നു. തീണ്ടലുള്ള ഭാഷയെടുത്തു പഠിച്ചുതുമാത്രമാണു് അദ്ദേഹത്തിൻെറ അപരാധം.

ഇനി മറെറാരുദിക്കിൽ നോക്കുവിൻ. സംസ്കൃതം കൂറേററും മലയാളം കൂറേററും തമ്മിലുള്ള ശോചനീയമായ അന്തരം (Individious distinction) രണ്ടുപേക്കും ജോലിസമം. രണ്ടു ജോലികൊണ്ടുമുള്ള പ്രയോജനം സമം എന്നിട്ടും ശമ്പളവും സ്ഥാനമാനവും വളരെ വ്യത്യാസം ഈ ആഫീസ്സുകളിലുള്ള പണ്ഡിതന്മാക്കും, ക്ലാക്കുകൾക്കും, ഇങ്ങേഅററം ശിപായിമാക്കുപോലും വ്യത്യസ്തമായ ഏർപ്പാടുകൾ വച്ചിട്ടുണ്ടു്. പന്ത്രണ്ടടിതീണ്ടും നൂറ് അടി തീണ്ടും ഇവിടേയും കാണുന്നുണ്ടു്. (ചിരി). ഈ നയം ഗവർണ്മെൻറിൽനിന്നു് ഉടനെ ഉപേക്ഷിക്കണം. അവർണ്ണക്കു നാക്കുണ്ടു്. അവരുടെസങ്കടങ്ങളെ വിളിച്ചുപറയാം. ഇപ്പോൾ അവർ ധാരാളം മുറവിളിക്കൂട്ടുന്നുമുണ്ടു്. അതിൻെറ ഫലമായി അവരുടെ തീണ്ടൽ ഇല്ലാതായിത്തുടങ്ങി. നാട്ടുഭാഷകൾക്കു നാക്കില്ല. വിളിച്ചുപറയാൻവയ്യ. സർ,

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[Mr. C. Keralavarma Koiltampuran.]

എന്നാൽ കുഞ്ചൻ, തുഞ്ചൻ, ഉണ്ണായിവാര്യർ തുടങ്ങിയുള്ള മഹാന്മാരുടെ ghosts നാടൊട്ടുക്കു നടന്നുകരഞ്ഞു അവഹേളനം പറയുന്നുണ്ട്. പ്രത്യേകിച്ചും ഹജൂർകച്ചേരിയുടെ മുകളിലും ഡയറക്ടർ ആഫീസ്സിന്റെ മുകളിലും ആണ് അധികമായി ഞാൻ അവരെ കണ്ടിട്ടുള്ളതു്. ഞാൻ നേരംപോക്കു പറയുകയാണെന്നു നിങ്ങളാരെങ്കിലും ശങ്കിക്കുന്നുണ്ടോ? ഹേയി! ഒരിക്കലും നേരംപോക്കല്ല. നിങ്ങളാരുനോക്കിയാലും കാണാം, നമ്മുടെ പരേതന്മാരായ മഹാകവികളും ഭാഷാഭിമാനികളും വാവിട്ടുകരഞ്ഞുംകൊണ്ടു നിൽക്കുന്നതു്. പക്ഷേ അതുകാഴ്ച കാണണമെങ്കിൽ നോക്കുന്നവർ നാട്ടുഭാഷാഭിമാനികളായിരിക്കണം. അല്ലെങ്കിൽ ഒന്നും കാണുകയില്ല. സർ, ഈ തിരുവിതാംകൂറിലും മറ്റും മലയാളത്തിനു തക്ക സ്ഥാനമില്ലെങ്കിൽ അതിനു് ഈ ലോകത്തിൽ എവിടെ സ്ഥലം കിട്ടും? ആക്സ്ഫോർഡിലോ, കേമ്പ്രിഡ്ജിലോ, ജർമ്മനിയിലോ, അമേരിക്കയിലോ ഞങ്ങളുപോയി ഞങ്ങളുടെ മാതൃഭാഷയായ മലയാളത്തിനു് ഒരു ചെയർ ഏർപ്പെടുത്തി അതിനെ പ്രോത്സാഹിപ്പിക്കണമെന്നു് സങ്കടം പറയട്ടോ? സർ, ഇതിൽപരം ശോചനീയമായ ഒരവസ്ഥയില്ലെന്നറിയേണ്ടതാണു്. ചുരുക്കത്തിൽ, നാട്ടുഭാഷകളിൽ വൈദഗ്ദ്ധ്യംകൂടിയുള്ള ഒരാളെത്തന്നെ എപ്പോഴും ഡയറക്ടറായി നിയമിക്കണം. അതു് ഉടനെ സാദ്ധ്യമല്ലെങ്കിൽ, ഡയറക്ടരെ സഹായിക്കുന്നതിനു നാട്ടുഭാഷാ പ്രവീണന്മാരായ രണ്ടോ മൂന്നോ മെംബറന്മാരടങ്ങിയ ഒരു ഉപദേശക സംഘം നിശ്ചയിച്ചു് ഇവരുടെ കൂടിയാലോചനയുടെ ഫലമനുസരിച്ചു് ഒരു വിദ്യാഭ്യാസരീതി നാട്ടിൽ നടപ്പു വരുത്തണമെന്നാണു് എന്റെ താഴ്മയായ അഭിപ്രായം.

MR. C. N. TUPPAN NAMPUTIRI (*Jenmies*): സർ, മിസ്റ്റർ എ. കെ. പിള്ളയുടെ പ്രമേയത്തെ ഞാൻ പിൻതാങ്ങുന്നു. ഇംഗ്ലീഷ്വിദ്യാഭ്യാസത്തിൽ എനിക്കു പരിചയം സിദ്ധിച്ചിട്ടില്ലെങ്കിലും അതിന്റെ നടത്തിപ്പു് ഏറെക്കുറെ നന്നല്ലെന്നാണു് എന്റെഅഭിപ്രായം. ഒന്നാമതു് ഈ രാജ്യം ഒരു മലയാളരാജ്യമാണു്. ഈ രാജ്യത്തു് ഇംഗ്ലീഷും മലയാളവും പഠിച്ചിട്ടുള്ളവരായ ആളുകളുടെ നില നോക്കുന്നപക്ഷം ഇന്നത്തെ നൂറുനൂറു വ്യക്തമാവും, ഇംഗ്ലീഷ്ഭാഷ അറിയാൻ പാടില്ലാത്തവരാണു് വിചാരിക്കേണ്ടതു്. എന്നാൽ ഇങ്ങിനെഇരിക്കുന്നതായഈരാജ്യത്തു മലയാളഭാഷയെ പോഷിപ്പിക്കണമെന്നുള്ള വിചാരത്തോടുകൂടി ഗവർണ്മെൻറിൽ നിന്നും കൃത്യമായി യാതൊരേർപ്പാടും ചെയ്യുവരുന്നതായി കാണുന്നില്ല.

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പഴയ മാമൂലനുസരിച്ച മലയാളഭാഷാ വിദ്യാഭ്യാസത്തിലേയ്ക്കുകൂടെയുള്ള ബഡ്ജറിൽ അനുവദിക്കുന്ന എന്നേയൊള്ളൂ. നേരേ മറിച്ച കാളേജിലേക്കുവേണ്ടതിലധികം ചെലവുചെയ്യുന്നുണ്ട്. ഇതുകൊണ്ടു രാജ്യത്തിനും ജനങ്ങൾക്കും വളരെദോഷത്തിനു കാരണമാവുകയാണു ചെയ്യുന്നത്. കാളേജ് വിദ്യാഭ്യാസംചെയ്തു ഉയന്നപരീക്ഷയിൽ പാസ്സായിഒരു സർട്ടിഫിക്കറും കൊണ്ട് ഒരാൾ വന്നുചേരുന്നു എന്നു വിചാരിക്കുക. ആ ആൾ സയൻസിൽ ഒന്നാമനായിട്ടു പാസ്സായിട്ടുമുണ്ട്. ഇനി എന്താണ് അയാൾക്കുള്ള ഒരുപജീവനമാർഗ്ഗം? അപ്പോൾ ദേവസ്വം ഗ്രൂപ്പുസൂപ്രണ്ടുദ്യോഗമൊ അതുപോലുള്ള മറവു വല്ല ഉദ്യോഗമോ ഒഴിവുണ്ടെന്നു കണ്ടു് അതിലേക്ക് അപേക്ഷയും കൊടുക്കുന്നു. എന്നാൽ താൻവളരെസംബ്യയും, ബുദ്ധിയും ചെലവു ചെയ്തു പാസ്സായ ആ സയൻസും ഈ ദേവസ്വത്തിലുള്ള ജോലിയും തമ്മിൽയാതൊരു സാമീപ്യവും ഒള്ളതല്ല. പിന്നെ ഈ സയൻസിലുള്ള പാസ്സുകൊണ്ട് എന്താണ് പ്രയോജനം? എന്നാൽ അതു വേണ്ട, താൻപഠിച്ച വിദ്യകൊണ്ട് ഏതെങ്കിലും തൊഴിൽ ചെയ്തു കാലയാപനംചെയ്യാമെന്നു വിചാരിക്കയാണെങ്കിൽ അതിനും ഇവക്കുസാധിക്കയില്ല. ഈ നിലയിലുള്ള ഒരു വിദ്യാഭ്യാസപദ്ധതി മേലും തുടന്നുകൊണ്ടു പോവുകയാണെങ്കിൽ വളരെപേർ തൊഴിലറിയാൻ പാടില്ലാതെ ആയി തീരുന്നതു ക്രമേണ ജനസാമാന്യത്തിനിടയിൽ ദാരിദ്ര്യവും വർദ്ധിച്ചു വരും. വിദ്യാഭ്യാസം ഈ നിലയിൽ ഇരിക്കുന്നടത്തോളംകാലംഎത്ര തൊഴിലില്ലായ്മക്കമ്മറ്റി ഏർപ്പെടുത്തിയാലും ജനങ്ങൾക്ക് ഉപജീവനമാർഗ്ഗം നൽകാൻ സാധിക്കുന്നതല്ല. ഇപ്പോഴത്തെന്നെ നമ്മുടെരാജ്യംവിദേശികളെ ശരണം പ്രാപിച്ചാണ് സ്ഥിതിചെയ്യുന്നതു്. അവരുടെ സഹായം ഒരുകാലത്തു കുറയുന്നതിനോതടസ്സം വരുന്നതിനോ ഇടയായാൽ, നമ്മുടെ രാജ്യത്തുള്ള ജനങ്ങളുടെനില എന്തായിരിക്കുമെന്നു നാം ആലോചിച്ചു നോക്കുക. ഇങ്ങനെ ഗവർണ്മെൻറു കുറെക്കാലംകൂടി ഇപ്പോഴത്തെ നയം തന്നെ അനുവർത്തിക്കയാണെങ്കിൽ തൊഴിലില്ലാത്ത ജനങ്ങളെക്കൊണ്ടു് ഈ രാജ്യം മുഴുവനും നിറയുന്നതാണ്. അതിനുശേഷം ഈ രാജ്യത്തിന്റെ ഭയങ്കരാവസ്ഥ എന്തായിരിക്കും? അതുകൊണ്ട് ഏതുനിലയിലും ഇന്നത്തെ വിദ്യാഭ്യാസനിലയെ ഭേദപ്പെടുത്തി ജനങ്ങൾക്കു കൂടുതൽ പ്രയോജനകരങ്ങളായ മലയാള വിദ്യാഭ്യാസത്തിലേയ്ക്കു ഗവർണ്മെൻറിന്റെ കൂടുതൽശ്രദ്ധ പതിക്കേണ്ടതാണെന്നുള്ള എന്റെ അഭിപ്രായത്തെ ഇവിടെ പ്രസ്താവിക്കുന്നതോടു കൂടി മിസ്റ്റർ എ. കെ. പിള്ളയുടെ പ്രമേയത്തെ ഞാൻ അനുകൂലിച്ചു കൊള്ളുന്നു.

LIBRARY ARCHIVES Kerala Legislative Assembly

MR. TARIATU KUNJITOMMAN (*Muvattupuzha* cum *Todupuzha*) : എന്റെ മാന്യസുഹൃത്തായ മിസ്റ്റർ ഏ. കെ. പിള്ള കൊണ്ടുവന്നിട്ടുള്ള ഉപക്ഷേപത്തോടു ഞാൻ അനുകൂലിക്കുന്നു. ഇപ്പോഴത്തെ വിദ്യാഭ്യാസ സമ്പ്രദായത്തിൽ എന്തോ വലുതായ തരക്കേടുകൾ ഉണ്ടെന്നു പ്രജാസഭയിലും നിയമസഭയിലും ജനപ്രതിനിധികൾ കാര്യകാരണസഹിതം പ്രതിപാദിച്ചുവരുന്നുണ്ടെങ്കിലും അതിനെ ഗുണപ്രദമായ വിധത്തിൽ വേണ്ട ഭേദഗതികൾ വരുത്തി ശരിപ്പെടുത്താൻ ഇതുവരെ സാധിച്ചിട്ടില്ല. ന്യൂനത ഉണ്ടെന്ന് എല്ലാവരും സമ്മതിക്കുന്നുണ്ട്. ഏതുവിധത്തിൽ അതിനെ പരിഹരിക്കാമെന്ന് ഇനിയും വ്യക്തമാക്കീട്ടില്ല. ഒരു രോഗം ഉണ്ടെങ്കിൽ അതു് എന്തു രോഗമാണു്, ഏതു നിലയിൽ ഭേദപ്പെടുത്താമെന്നു നോക്കേണ്ടതാണല്ലൊ.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*) : വൈദ്യന്റെ ശേഷിക്കുറവുകൊണ്ടാണു രോഗം കണ്ടുപിടിക്കാത്തതെന്നാണൊ പറയുന്നതു്?

MR. TRIATU KUNJITOMMAN (*Muvattupuzha* cum *Todupuzha*): ശേഷിക്കുറവുകൊണ്ടോ രോഗത്തിന്റെ സ്വഭാവം കൊണ്ടോ എന്നു വ്യക്തമല്ല.

ഇവിടത്തെ ജനങ്ങളിൽ ഭൂരിപക്ഷവും കൃഷിക്കാരാണല്ലൊ. വിദ്യാഭ്യാസം സിദ്ധിച്ചിട്ടുള്ളവരിൽ അധികംഭാഗവും കൃഷിക്കാരുടെ സന്താനങ്ങളാണു്. അവരിൽ ഒരു വലിയ ഭാഗക്കാരും വിദ്യാഭ്യാസം സിദ്ധിച്ചശേഷം തങ്ങളുടെ പൂർവ്വീകന്മാർ ചെയ്തുവന്ന തൊഴിലിൽ വൈമുഖ്യം കാണിക്കയാണു ചെയ്യുന്നതു്. എന്നാൽ വേറെ വല്ല തൊഴിലും ഉണ്ടോ? സർക്കാർ ഉദ്യോഗം, വക്കീൽപണി തുടങ്ങിയുള്ള ചില തൊഴിലുകൾഉണ്ടു്. എന്നാൽ അതു് എല്ലാവർക്കും കിട്ടുകയില്ല. എന്നാൽ കൃഷി ഇവിടത്തെ പ്രധാന തൊഴിലായതുകൊണ്ടു ഭൂരിപക്ഷം ജനങ്ങളും അതിൽ ഏർപ്പെട്ടിരിക്കുന്നു. എന്നാൽ അവരുടെ സന്താനങ്ങളും വിദ്യാഭ്യാസം കഴിഞ്ഞതിൽപിന്നീടു് ആ തൊഴിലിൽ പ്രവേശിച്ചാൽ മാത്രമെ രാജ്യത്തിനു് അഭിവൃദ്ധി ഉണ്ടാവൂ.

MR. N. KUMARAN (*Nominated*) : പൂർവീകന്മാരുടെ തൊഴിലിൽ ഏർപ്പെടാനുള്ള വൈമുഖ്യംകൊണ്ടു കൃഷിചെയ്യാതെ ഭൂമികൾ വെറുതെ കിടക്കുന്നുണ്ടൊ?

MR. TARIATU KUNJITOMMAN (*Muvattupuzha* cum *Todupuzha*): കൃഷിചെയ്യാതെ വെറുതെ കിടക്കുന്ന ഭൂമികളും ഉണ്ടു്. ഏതു തൊഴിലും അഭിവൃദ്ധിപ്പെടണമെങ്കിൽ വിദ്യാഭ്യാസം സിദ്ധിച്ചവർ കൂടി തൊഴിലിൽ പ്രവേശിക്കണം. എന്നാൽ വിദ്യാഭ്യാസം സിദ്ധിച്ചവർക്കു

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കൃഷിത്തൊഴിലിൽ ഏർപ്പെടാൻ വൈമുഖ്യം പ്രകടിപ്പിക്കുന്ന സ്ഥിതിക്ക് ഇപ്പോഴത്തെ വിദ്യാഭ്യാസഡിപ്പാർട്ടുമെൻറുകൊണ്ടു പ്രയോജനത്തിലധികം ദോഷമല്ലെ ഉണ്ടാകുന്നതെന്നു ശങ്കിക്കണം. ബാല്യത്തിലെ തന്നെ വിദ്യാഭ്യാസസമയത്തു കുട്ടികളെ കൃഷിക്ക് അഭിരുചി ജനിപ്പിക്കത്തക്കവണ്ണമുള്ള പുസ്തകങ്ങളെ പഠിക്കണം.

MR. C. N. TUPPAN NAMPUTIRI (*Jenmies*): ബാല്യത്തിലെ കൃഷി അഭ്യസിപ്പിക്കണമെന്നു പറയുന്നോ മറ്റു വിദ്യാഭ്യാസം ചെയ്യണമെന്നു പറയുന്നോ ?

MR. TARIATU KUNJITOMMAN (*Muvattupuzha* cum *Todupuzha*): ഞാൻ ഇവിടെ പറഞ്ഞുകഴിയുമ്പോൾ ആ ഭാഗം വ്യക്തമാകും. വാണിജ്യം വ്യവസായം മുതലായതിലും കുട്ടികൾക്കു താല്പര്യം ജനിക്കത്തക്കവിധത്തിലുള്ള പുസ്തകങ്ങളെ അവർ പഠിക്കണം. എന്നാൽ കേവലം കൃഷിയും കച്ചവടവും പ്രധാനതൊഴിലായ പാശ്ചാത്യരാജ്യത്തെ രീതിയനുസരിച്ചുള്ള വിദ്യാഭ്യാസം ഇവിടത്തേക്കു പൂർണ്ണമായി പറ്റിയതല്ല. എങ്കിലും കുറച്ചെല്ലാം അതും വേണം. മലയാളവിദ്യാലയങ്ങളോടുചേർത്ത് ഒന്നോ രണ്ടോ ഏക്കർ സ്ഥലം പാട്ടത്തിനൊ അല്ലെങ്കിൽ ഗവർമെൻറു പൊന്നുംവിലയുംകൊടുത്തു വാങ്ങിയൊ എടുത്തു് ഓരോ തോട്ടമെങ്കിലും സംഘടിപ്പിച്ചു വയ്ക്കണം. അതിൽ ക്ലിപ്തസമയങ്ങളിൽ കുട്ടികളെക്കൊണ്ടു വേലചെയ്യിക്കയും, ധാന്യങ്ങളും പൊടികളും നട്ടു പിടിപ്പിച്ചു് അവയുടെ വളർച്ച മുതലായവയെ അവരെമനസ്സിലാക്കി അതിൽ അവർക്കു വാസനയുണ്ടാക്കയുംവേണം. (Mr. M. Sivatanu Pillai *Hear. hear.*) അങ്ങനെ പരിശീലിച്ചു കുട്ടികൾ പഠിപ്പു കഴിഞ്ഞു വരുമ്പോൾ ഇപ്പോൾ പള്ളിക്കൂടത്തു നിന്നും പുറത്തു വരുന്ന ചിലരെ പോലെ കൃഷിക്കു കൊള്ളാത്തവരായിരിക്കുകയില്ല. പഠിത്തം കഴിഞ്ഞു വരുമ്പോൾ പതിനെട്ടോ ഇരുപതൊ വയസ്സാകും. അപ്പോഴാണു് ഓരോ തൊഴിലിൽ പ്രവേശിക്കേണ്ടതു്. അതിലേക്ക് ഉതകുന്നതായിരിക്കണം വിദ്യാഭ്യാസപദ്ധതി.

MR. A. K. PILLAI (*Karunagapalli*): വിദ്യാഭ്യാസമുള്ളവർ മുഴുവനും കൃഷിയിൽ വിമുഖന്മാരായിരിക്കുന്നതു കൊണ്ടു് ഇപ്പോഴത്തെ കൃഷിക്കാർ മുഴുവനും നിരക്ഷരകുക്ഷികളും കൊള്ളരുതാത്തവരുമാണോ?

MR. TARIATU KUNJITOMMAN (*Muvattupuzha* cum *Todupuzha*): കൊള്ളരുതാത്തവരല്ല.

MR. A. K. PILLAI (*Karunagapalli*): അങ്ങിനെയല്ലെ ധാരണ.

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MR. TARIATU KUNJITOMMAN (*Muvattupuzha cum Todupuzha*): അങ്ങിനെ ധാരണയില്ല. വിദ്യാഭ്യാസം സിദ്ധിച്ചവർക്കു കൃഷിയിൽ ആസക്തി കുറഞ്ഞുവരുന്നു. അതുകൊണ്ടു ബുദ്ധിപൂർവ്വം പ്രവർത്തിച്ചു ഭൂമിയിൽ കൂടുതൽ ആദായം എടുക്കാനുള്ള മാർഗ്ഗങ്ങം പ്രയോഗത്തിൽ വരുന്നില്ല. അമേരിക്കയിൽ വിദ്യാലയങ്ങളോടു ചേർന്നു കൃഷിപാഠശാലയും വ്യവസായശാലയും ഉണ്ടു്. അമേരിക്കയിലെ ബുക്കർ. ടി. വാഷിംഗ്ടൺ എന്ന പ്രസിദ്ധൻ ബാലികാബാലന്മാർക്കു കൃഷി കൈത്തൊഴിൽ പരിശീലനം വിദ്യാഭ്യാസകാലത്തു ലഭിക്കത്തക്കസ്ഥാപനങ്ങം ഉണ്ടാക്കി നടപ്പിൽ വരുത്തി. അപ്രകാരം ഈ രാജ്യത്തും വ്യവസായവും, പ്രത്യേകിച്ചു കൃഷിയും പരിശീലിക്കുന്നതിനു പാഠശാലയോടു് ഓരോ തോട്ടവും ചേർത്തു് ചില വ്യവസായശാലകളും ഏർപ്പെടുത്തി കുട്ടികൾക്കു പരിശീലനം നൽകണം.

മലയാളവിദ്യാഭ്യാസത്തിനു കൂടുതൽ പ്രാധാന്യം നൽകണം. ജനങ്ങളിൽ ഭൂരിപക്ഷത്തിനും മലയാളമല്ലാതെ ഇംഗ്ലീഷ് പഠിക്കാൻ സാധിക്കയില്ല. രാജ്യത്തുള്ള സകലജനങ്ങൾക്കും എഴുതാനും, വായിക്കാനും കഴിവുണ്ടാക്കണം. അധഃകൃതവർഗ്ഗത്തെ സംബന്ധിച്ചു കൂടുതൽ ശ്രദ്ധാകൃഷ്ണങ്ങം വിദ്യാഭ്യാസവിഷയത്തിൽഗവർമ്മെൻറുചെയ്തുകൊടുക്കണം. അവർക്കു വിദ്യാഭ്യാസകാലത്തു പുസ്തകങ്ങളും ഭക്ഷണവും വെറുതെ കൊടുക്കണം. വളരെക്കാലം നമ്മുടെ അടിമകളായി വേലചെയ്തവരുടെ സന്താനങ്ങളാണു് അവർ. ഇതെല്ലാം പ്രസ്താവിച്ചുകൊണ്ടു ഞാൻ പ്രമേയത്തെ ബലമായി അനുകൂലിക്കുന്നു.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): Sir, the position of the Department of Education at present is something like the position of Turkey before the war. Among the European countries, Turkey used to be called the 'sick man' of Europe for many a year even though after the war that appellation would hardly befitting. A similar position practically may be given to our Department of Education in the group of the departments of the State. It is a department which has been long recognised to be not serving much useful purpose. Every administrator who was at the helm of affairs in Travancore invariably recognised this stagnant condition. But somehow or other, nobody was able to do anything substantial to change the course of instruction in Travancore. Bearing this aspect of the matter in mind, it is very difficult to find fault, personally, with any Director of Public Instruction. We have had a series of Directors, all of them eminent men in their own way; but, so far as the results are concerned, they agree practically in not having achieved anything substantial. The position of the Director of Public Instruction has been compared a little while ago by the mover of the cut motion himself. I would make it a little more clear by observing that

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he combines in himself not only the function of the physician but also of the chemist. It is the duty of the chemist to find out, invent and discover new medicines. The application of such medicine falls to the lot of the doctor or the physician. In the present instance, I would observe that both these functions must be combined in the Director of Public Instruction so that there may be a successful management of the whole department. For, if the Director of Public Instruction lays down new principles or new policies in the field of education, if he himself does not get satisfied that these are correctly applied, then there is the risk of the whole thing going askance. Then, from timely inspections and periodical observations, he has to see whether any particular principle he has introduced in the field of education works well. He then has to see what the public has done to avail itself of the course of education. Therefore, according to my humble view of the matter, it will be of no use if the Director simply goes through every paper that comes to his office. He will have to go to the schools in the State and give the necessary directions in the matter of education. He has also to see by his own inspection that all the schools are properly inspected periodically and that all the instructions are carried out on proper lines.

MR. K. MADHAVAN PILLAI (*Trivandrum* cum *Neduvangad*): Does he not think that the Director should go through the inspection reports?

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): He has not only to go through the inspection reports, I say, but has to check the very nature of the inspection itself. I am quite sure, Sir, that if I am allowed to inspect some of the schools in the State, I shall pick out a number of useless teachers from many of them in spite of the periodical inspections carried on with respect to these institutions. I shall demonstrate to the satisfaction of the authorities that a number of teachers now employed in the departmental schools are not able to do teaching work. As I already submitted, this is due to the defect in inspection. The mere fact that there is an Inspector who has to conduct periodical inspections of several schools is hardly sufficient. The Director has to check the inspections carried on by the Inspector.

I would go a step further Sir, after all, education is not intended to attain salvation. It is not intended for success in the next world. It is intended for practical success in this world itself. Education, therefore, has to be carried on with some end in view. As regards the sort of education now afforded in colleges and schools, I must say that this end is hardly realised. That is my humble view of the matter. No doubt, the products of the English schools and colleges, at any rate some of them, are able to talk and write English very well. But, in all other respects, in spite of the courses of studies in Science, Mathematics and other subjects, they hardly make any use of the learning they have received in the educational institutions. Now, as a result of the present course of education, the outcome is this. There is a scramble for Government employment. There is crowding at the bar.

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[Mr. P. K. Narayana Pillai.]

These two visible phenomena are among our despairs. It has been very rightly observed by some of the gentlemen who spoke in Malayalam that, in spite of the learning that they received in these institutions, the successful candidates simply serve but ornamental purposes. For example, Sir, I am a graduate in chemistry. I do not know if anybody would now grant that I know chemistry at all, since for the past several years I have had nothing to do with chemistry and was engaged in quite a different field.

MR. K. MADHAVAN PILLAI (*Trivandrum cum Neduvangad*): But has it not improved your intellect?

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): If it is only for the purpose of training the intellect, any branch of knowledge properly taught is quite sufficient.

Then, again, as for the realisation of the end to be achieved by education, the Director of Education has to get himself into closer touch with the people of the country as a whole. The pure official routine will hardly give him any clear idea of the needs of the country. I would, therefore, point out that, before a person makes a successful Director, he must necessarily have known the needs of the country, and for this he must move among the people. He should know their requirements, and the system of education should be such as to suit them. The conditions of the people, their poverty or affluence, all these things must be present to the mind of the Director before he is asked to formulate a course of education for the people. It is absolutely futile in the case of a poor man of the depressed classes if his child is asked to take up a course of education which would cost him Rs. 50 a month. The Education must be within the reach of the people of the State and it must also be useful to them. A sort of sympathy must exist between the department and the people; and not a red-tape outlook towards them. When considered in this light, Sir, I have very serious doubts whether that sort of enthusiasm which we might expect in the case of a person who moves among the people, could be found in the case of a European officer who knows very little about the people of the country. A person who moves among the people will know their requirements and conditions and can direct the course of education to suit them. All these functions cannot be carried out successfully by a European officer put in charge of the department. (*Hear, hear.*) No doubt, some of them are very enthusiastic in their own branches of learning. I have been told on one occasion by a student of the Dehra Dun Forest College that he had a lecturer in Forestry who used to smile at certain trees of beautiful and symmetrical growth. Such enthusiasm in regard to their own walks of learning might certainly be found in certain gentlemen. But that is not sufficient. We want their enthusiasm to be directed in favour of the people of the country. The Director should visualise the difficulties of the people and should adopt the system of education to their needs. He should cut the coat according to the cloth, so far as the people are concerned. That is what is

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needed, Sir, at the present time. Any amount of money that is spent upon such a course of education would prove useful to the people and would also be within their reach. The Director should consolidate the State as a whole. If such a state of affairs can be brought about by you, Sir, while you are in power, heart-feit gratitude of the State will go forth to you. As I have been observing during the course of the general discussion upon the Budget, I think the Rs. 45 lakhs now, provided for in the Budget, are not going to be of any use to the people of the country except in producing a set of glib talkers and fine writers in English and Malayalam.

MR. K. SIVARAMA PANIKKAR (*Shertallai*): May I know from Mr. P. K. Narayana Pillai. —

PRESIDENT: He has resumed his seat.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): If absolutely necessary, I am prepared to stand up, Sir, (*Laughter.*)

MR. L. A. LAMPARD (*Planters*): Sir, education is hardly the subject which I would be expected to speak upon really, except that in the ordinary course of business one receives numerous applications from young men who have left school several years before. In all these applications, the chief point is that the applicant is the holder of a certificate—the School Leaving Certificate, for instance or that he is a graduate of some description. No other qualification such as experience or training of any technical nature is usually put forward. In selecting candidates for positions, it is very difficult; I am speaking from the point of view of business, to select young men from among a number of applicants. The mere fact that the applicant is a graduate or that he has received a School Leaving Certificate is reallyno qualification for a position in business or on an estate. Unfortunately, when you go into these things more deeply and discuss with these young men, whatever be the nature of the work that you suggest to them, they always come back to the position of a clerk. On numerous occasions, in my own experience, we offered to train men in saw milling and engineering and other kinds of work, but almost invariably these young men refused to take up any form of manual work. I do not know whether it is a question of caste or of religion. But they refuse to do things which I think in England every young man is expected to do when he starts off on a business career. It seems to me therefore that the form of education, as it is being imparted, is hardly suited to modern conditions in this country. I believe India was a great country for learning, and about 500 years ago it was quite satisfactory if men did nothing but learn. But now-a-days one has to put one's learning into practice. The type of education now imparted to the people of Travancore does not seem suitable to the conditions of the country.

MR. T. KUMARA PILLAI (*Kalkulam* cum *Vilavankod*): ഇന്നത്തെ വിദ്യാഭ്യാസപദ്ധതിയിൽ പല ന്യൂനതകളും ഉണ്ടെന്നുള്ളത് എല്ലാപ്രജാസഭകളിലും നിയമസഭയുടെ ബഡ്ജറ്റ് യോഗങ്ങളിലും എല്ലാവരും തെ

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കകണ്ടെന അഭിപ്രായപ്പെട്ടിട്ടുള്ള ഒരു സംഗതിയാണു്. അതുപോലെതന്നെ പൊതുജനങ്ങളുടെയിടയിലും ഈ സംഗതിയിൽ ഇതേഅഭിപ്രായം തന്നെയാണുള്ളതു്. ഈ ന്യൂനതകളെ പരിഹരിക്കാനുള്ള വഴികളെ ആലോചിച്ചു നിശ്ചയിക്കാൻ ആളില്ലാത്ത ഒരു ദോഷമാണു നമുക്കു് ഇപ്പോൾ വന്നിരിക്കുന്നതു്. അതിലേക്കു നമ്മുടെ ഡയറക്ടർ ഉണ്ടെന്നു സമാധാനം പറയുമായിരിക്കാം. എന്നാൽ നമ്മുടെ ഡയറക്ടർ സമ്മിശ്രമായ പദ്ധതിയനുസരിച്ചുള്ള ഒരു വിഷയത്തിൽ പരീക്ഷ ജയിച്ചു വന്നിരിക്കുന്ന ഒരാളാണു്. അദ്ദേഹം കാളേജ് വിദ്യാഭ്യാസം കഴിഞ്ഞു് ഉദ്യോഗം സമ്പാദിച്ചതു് ഒരു കാളേജിലാണു്. അതിനാൽ അതിനകത്തുള്ള കാര്യങ്ങളെപ്പറ്റി മാത്രമെ അദ്ദേഹത്തിനു പഠിക്കാൻ സാധിച്ചിട്ടൊള്ളൂ. ഏതാനും കാലം ആ ഉദ്യോഗത്തിൽ ഇരുന്നപ്പോൾ ഒരു ദിവസം കാലത്തു് അദ്ദേഹത്തിനു ഡയറക്ടർ ഉദ്യോഗവും കിട്ടാനിടയായി. അദ്ദേഹം ഇരുന്നിരുന്നതായ കാളേജിലെ കസേരയിൽനിന്നും മാറി ഡയറക്ടർ ആഫീസിലുള്ള ഒരു കസേരയിൽ കയറി എന്നുമാത്രമെ ഒള്ളൂ. ഇങ്ങനെയുള്ള ഒരാളിനു് ഏറ്റവും പ്രധാനമായ ഈന്യൂനതയെ പരിഹരിക്കാൻ സാധിക്കുമെന്നും ഞാൻ വിചാരിക്കുന്നില്ലാ. അതിലേക്കു പലവിധമായുള്ള അറിവുകൾ പുറമെനിന്നും സമ്പാദിച്ചാൽ മാത്രമെ സാധിക്കുകയൊള്ളൂ. രണ്ടാമതായി കാണുന്ന ന്യൂനത ഇവിടത്തെ വിദ്യാഭ്യാസ ഡിപ്പാർട്ടുമെൻറിലെ മേലധ്യക്ഷനായിവരുന്ന ആളിനു നാട്ടുഭാഷയെക്കുറിച്ചു് യാതൊരു അറിവും ഇല്ലെന്നുള്ളതാണു്. ഇങ്ങനെയുള്ളവർ ഡയറക്ടരായി വരുമ്പോൾ നാട്ടുഭാഷക്കു് ഒരു ചിറ്റമ്മസ്ഥാനമാണു് കൊടുക്കുന്നതു്. ഇവിടെ അങ്ങനെ കൊടുത്തിട്ടുണ്ടൊ എന്നുള്ളതിനു് ഒരു ഡിപ്പാർട്ടുമെൻറിൽനിന്നും നാട്ടുഭാഷയുടെ അഭിവൃദ്ധിക്കു് എന്തെല്ലാം ചെയ്യുവരുന്നു എന്നു നോക്കുമ്പോൾ ഒരു സംഗതി നിരാക്ഷേപമായി എല്ലാവക്കും മനസ്സിലാകുന്നതാണു്. ദൃഷ്ടാന്തമായി നാട്ടുഭാഷാ സ്കൂൾവിദ്യാലയങ്ങളെ പരിശോധിക്കുന്നതിനു നാട്ടുഭാഷയുടെ യാതൊരു ഗന്ധവുമില്ലാത്ത ഒരാളെയാണു് നിയമിച്ചിട്ടുള്ളതു്. ഇതിൽനിന്നു ഡയറക്ടക്കു നാട്ടുഭാഷാവിദ്യാഭ്യാസത്തിനോടുള്ളതാല്പര്യവും, അതിനെ വർദ്ധിപ്പിക്കാനുള്ള അദ്ദേഹത്തിൻെറ ഉത്സാഹവും എത്രത്തോളമുണ്ടെന്നു നിശ്ചയമായിട്ടും നമുക്കു മനസ്സിലാക്കാവുന്നതാണു്. എൻെറ ഒരു പെൺകുട്ടി ഒരു പെൺപള്ളിക്കൂടത്തിൽ പഠിക്കുന്നുണ്ടു്. ആ പള്ളിക്കൂടത്തിൽ ഇൻസ്പെക്ടറസ് വന്നു പരിശോധിച്ചതിൻെറ ഫലങ്ങളെപ്പറ്റി ആപെൺകുട്ടിതന്നെ എന്നോടു

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പറഞ്ഞിട്ടുണ്ട്. അതു കേട്ടപ്പോൾ ഒരു വിദ്യാലയത്തിൽ അയക്കാതെ വീട്ടിൽ വാദ്ധ്യാരെവച്ചു പഠിപ്പിച്ചാൽ ശുദ്ധമായ നാട്ടുഭാഷ പഠിപ്പിക്കാമെന്ന് എനിക്കു പലപ്പോഴും തോന്നീട്ടുണ്ട്. ഇതുപോലെ ഒരു നാട്ടിലുള്ള പലക്കും തോന്നാൻ ഇടയുണ്ട്. നാട്ടുഭാഷയെപ്പറ്റി സ്നേഹിക്കുന്ന ഒരു ഡയറക്ടർ ഉണ്ടെങ്കിൽ നാട്ടുഭാഷയെ നല്ലതുപോലെ അഭിവൃദ്ധിപ്പെടുത്തുമായിരുന്നു. അതിനാൽ നാട്ടുഭാഷ അറിയുകയും അതിനെ സ്നേഹിക്കയും ചെയ്യുന്ന ഒരാളെയാണ് ഇതിലെ മേലദ്ധ്യക്ഷനായി നിയമിക്കേണ്ടതു്.

MR. M. SUBRAHMANYA PILLAI (*Agastisvaram*): ഒരു നാട്ടു ഭാഷയെന്നു മെംബർ പറയുന്നതു് ഏതിനെ ഉദ്ദേശിച്ചാണ് ?

MR. T. KUMARA PILLAI (*Kalkulam* cum *Vilavanko*: ആ പദം ഏതിനെ സംബന്ധിക്കുന്നതാണെന്നു് വളരെ ആലോചിച്ചും സൂക്ഷിച്ചും ആണ് പ്രയോഗിച്ചിട്ടുള്ളതു്.

MR. M. SUBRAHMANYA PILLAI (*Agastisvaram*): ഏകവചനത്തിൽ പറഞ്ഞതു കൊണ്ടാണു ചോദിച്ചതു്.

MR. T. KUMARA PILLAI (*Kalkulam* cum *Vilavankod*): ഇതിനു മറുപടി പറയേണ്ട ആവശ്യമുണ്ടെന്നു് എനിക്കു തോന്നുന്നില്ല.

വിദ്യാഭ്യാസഡിപ്പാർട്ടുമെൻറിലുള്ള ന്യൂനതകളെ കണ്ടുപിടിക്കുന്നതിനു തന്നെ ഡയറക്ടക്കു സമയവും സൌകര്യവുമുണ്ടെന്നു തോന്നുന്നില്ല. മുമ്പു് എൻെറ മാന്യസ്നേഹിതൻ പറഞ്ഞതുപോലെ ആഫീസ് മാനേജരെ ചുമതലപ്പെടുത്തി ചെയ്യിക്കേണ്ടതായ ജോലികളാണ് ഇന്നു ഡയറക്ടർ നടത്തി വരുന്നതു്. പോരെങ്കിൽ വേറെ ഒരു വിഷമവും കൂടി വന്നുചേർന്നിട്ടുണ്ടു്. കെമിസ്ട്രി ജയിച്ചഡയറക്ടരാണെങ്കിൽ ഹിസ്റ്ററിയിൽ പരിചയമില്ല. അതുപോലെ ഹിസ്റ്ററിയിൽ ജയിച്ച ഡയറക്ടരാണെങ്കിൽ മാത്തിമാററിക്സിൽ പരിചയമില്ല. അതിൻെറ ഫലമായി കാണുന്നതു മറു് ഐശ്ചികവിഷയങ്ങളെ വെറുക്കുകയും അവയോടു് അനുകമ്പ ഇല്ലാതിരിക്കുകയും ചെയ്യുന്നു. ഇതാണു് സാധാരണയായിട്ടു കണ്ടു വരുന്നതു്. ഇവരെല്ലാവരുമായി ആലോചിച്ചു വിദ്യാഭ്യാസ പദ്ധതിയെ പരിഷ്കരിക്കാൻ അവക്കു സൌകര്യവും സമയവും ഇല്ലാതെയാണു് വന്നിരിക്കുന്നതു. ഗവർമെൻറു് ഇതിനെ സംബന്ധിച്ചു വളരെ ഗൌരവമായി ആലോചിക്കേണ്ടതാണു്. ഇപ്പോഴത്തെ തൊഴിലില്ലായ്മ കമ്മററിയിൽ ഞാനും ഒരു മെംബറാണു്. എനിക്കു പല ആളുകളുടേയും അഭിപ്രായം അറിയാനിടയായിട്ടുണ്ടു്. പലസ്ഥലങ്ങളിലേയും കമ്മററി റിപ്പോർട്ടു വായിക്കാനും ഇടയായിട്ടുണ്ടു്. ഇന്നത്തെ വിദ്യാഭ്യാസം

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ഇതേ നിലയിൽ തുടർന്നുകൊണ്ടിരിക്കുന്നതായാൽ ഇന്നത്തെ ന്യൂനതകൾ അപരിമിതമായി വർദ്ധിച്ചുവരുന്നതിനും, തന്നിമിത്തം രാജ്യത്തിൽ തൊഴിലില്ലായ്മ വർദ്ധിച്ചുവരുന്നതിനും ഇടയാകുന്നതാണ്. ഒരു സംഗതിയിൽ ഗവർണ്മെൻറു വേണ്ടപോലെ ശ്രദ്ധപതിപ്പിക്കേണ്ടതാണ്.

MR. KURANDIPALLIL R. RAMAN PILLAI (*Quilon*): ഇപ്പോഴത്തെ വിദ്യാഭ്യാസരീതിയിലുള്ള ചില ന്യൂനതകളെപ്പറ്റിയാണ് എനിക്കു രണ്ടു വാക്കു പറയാനുള്ളതു്. തൊഴിലില്ലായ്മയെ പരിഹരിക്കാനായി ഗവർണ്മെൻറിൽ നിന്നും വളരെപണം ചിലവാക്കി ഒരു തൊഴിലില്ലായ്മ കമ്മിറ്റി ഏർപ്പെടുത്തിയിട്ടുണ്ട്. എൻെറ അഭിപ്രായം വേറെ തൊഴിലില്ലാത്തതുകൊണ്ടായിരിക്കാം ഒരുകമ്മിറ്റിയെ ഏർപ്പെടുത്തിയതെന്നാണ്. ഇവർക്കു മയിലേള്ളും പടിയും കൊടുക്കുന്നതിന് അനുസരണമായ ഗുണം ആ കമ്മിറ്റികൊണ്ടുണ്ടാകുമെന്ന് എനിക്ക് അഭിപ്രായമില്ല.

MR. N. KUMARAN (*Nominated*): ഇങ്ങനെ ഒരു കമ്മിറ്റി ഏർപ്പെടുത്തിയതു ഒരു കൌൺസിലിൻെറ നിശ്ചയപ്രകാരമാണെന്നറിയാമോ?

MR. KURANDIPALLIL R. RAMAN PILLAI (*Quilon*): ആയിരിക്കാം.

MR. T. KUMARA PILLAI (*Kalkulam cum Vilavankod*): ഒരു കൌൺസിലിൽ നിന്നും പാസ്സാക്കിയ ഒരു നിശ്ചയത്തെ മെംബറിനു് ആക്ഷേപിക്കാമോ?

MR. KURANDIPALLIL R. RAMAN PILLAI (*Quilon*): ആക്ഷേപിക്കുന്നില്ലല്ലോ.

MR. TARIATU KUNJITOMMAN (*Muvattupuzha cum Todupuzha*): ഒരു കൌൺസിലിൽ തന്നെ പലരും ഇതാവശ്യമില്ലെന്നു പറഞ്ഞതായിട്ടറിയാമോ?

MR. KURANDIPALLIL R. RAMAN PILLAI (*Quilon*): അറിഞ്ഞുകൂടാ. ഇപ്പോഴത്തെ വിദ്യാഭ്യാസത്തിൻെറ ഫലമാണ് ഇങ്ങനെ ഒരു തൊഴിലില്ലായ്മക്കമ്മിറ്റിയുടെ ആവശ്യം നേരിട്ടതു്.

MR. K. SIVARAMA PANIKKAR (*Shertallai*): ഒരു കമ്മിറ്റി ഇവിടെമാത്രമല്ല മറ്റു പല സ്ഥലത്തും ഉണ്ടെന്നറിയാമോ?

MR. KURANDIPALLIL R. RAMAN PILLAI (*Quilon*): മറ്റു സ്ഥലങ്ങളിൽ ഉള്ളതുകൊണ്ട് ഇവിടെയും വേണമെന്നില്ല.

MR. T. KUMARA PILLAI (*Kalkulam cum Vilavankod*): അതിൽ ഏതെങ്കിലും ഒരു കമ്മിറ്റിയുടെ റിപ്പോർട്ടു വായിച്ചിട്ടുണ്ടോ?

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MR. KURANDIPALLIL R. RAMAN PILLAI (*Quilon*): അതു വായിക്കേണ്ട ആവശ്യമില്ല.

MR. T. KUMARA PILLAI (*Kalkulam cum Vilavankod*): അതുകൊണ്ടാണ് ഒരു അഭിപ്രായം പറയാനിടയായതു്.

MR. KURANDIPALLIL R. RAMAN PILLAI (*Quilon*): മറ്റു രാജ്യങ്ങളെ ചുവടെ പകർത്തുന്ന സമ്പ്രദായമാണെങ്കിൽ ഇവിടെയും വേണം എന്നല്ലാതെ ഒരു രാജ്യത്തിന്റെ സ്ഥിതിക്കു് ഇങ്ങനെ ഒരു കമ്മിറ്റിയുടെ ആവശ്യമില്ല.

രാജ്യത്തെ യുവാക്കന്മാരുടെ ആരോഗ്യത്തെ ക്ഷയിപ്പിക്കുന്ന ഒരു ഡിപ്പാർട്ടുമെൻറാണു് എഡ്യൂക്കേഷൻ ഡിപ്പാർട്ടുമെൻറു്. ഇപ്പോഴുള്ള വിദ്യാഭ്യാസം ചെയ്യുന്ന ചെറുപ്പക്കാരിൽ കണ്ണാടിവയ്ക്കാത്തവർ വളരെ ചുരുക്കമാണു്. എന്നുമാത്രമല്ല ഈ ചെറുപ്പക്കാർ താമസിക്കുന്ന സ്ഥലങ്ങളിൽ പോയാൽ ഒരാശുപത്രിയാണെന്നു തോന്നിപ്പോകും. ഇവരുടെ ഇടയിൽ ധാരാളം രോഗികൾകാണും. അവക്കില്ലാത്ത ഒരു രോഗവുമില്ല. അതിനുള്ള കാരണം ഇപ്പോഴത്തെ വിദ്യാഭ്യാസ സമ്പ്രദായമാണെന്നു പറയാതിരിക്കാൻ നിവർത്തിയില്ല.

ഈ വിദ്യാഭ്യാസ രീതിയുടെ നൂനതനിമിത്തം കൃഷിയും വ്യവസായവും ഇപ്പോൾ നശിച്ചുവരികയാണു്. അതിനെ സംബന്ധിച്ചു് അനേകം മെമ്പറന്മാർ പറഞ്ഞതുകൊണ്ടു ഞാൻഒന്നുംപറയുന്നില്ല.

വക്കീലന്മാരുടെ സംഖ്യ ക്രമത്തിലധികം വർദ്ധിച്ചിരിക്കുന്നതിനു കാരണവും ഇന്നത്തെ വിദ്യാഭ്യാസരീതി തന്നെ. ശരാശരി ദിവസം ഒന്നിനു് ഒരു ക്ലർക്കാരനു കിട്ടുന്ന എട്ടണപോലും ബി. എൽ. പാസ്സായവരുംപ്പുടെയുള്ള വക്കീലന്മാർക്കു കിട്ടുന്നില്ല. വക്കീലന്മാരുടെ സംഖ്യ അത്ര വളരെയുണ്ടു്. പിന്നീടു് എനിക്കു പറയാനുള്ളതു് വിദ്യാഭ്യാസം സിദ്ധിച്ച ഇപ്പോഴത്തെ ചെറുപ്പക്കാരുടെ ചിലവിനെപ്പറ്റിയാണു്. അതായതു വിദ്യാഭ്യാസം കഴിഞ്ഞാൽ പിന്നീടുള്ള അവരുടെ ആഹാരത്തിന്റെ രീതിയും വസ്ത്രധാരണ രീതിയും വളരെക്കൂടിയനിലയിലാണു്. അതിന്റെ ഫലമായിട്ടു ഇവിടെ യാതൊരു തൊഴിലും കിട്ടാതെ അവർ വിദേശങ്ങളെ ആശ്രയിക്കുന്നു. ഇപ്പോഴത്തെ വിദ്യാഭ്യാസരീതിതന്നെ തുടർന്നുകൊണ്ടുപോയാൽ ചെറുപ്പക്കാരാരും ഒരു രാജ്യത്തും കാണുകയില്ല. മിക്കവാറും ആളുകളും മലയാ മുതലായ സ്ഥലങ്ങളിലേക്കുപോകും.

MR. N. KUMARAN (*Nominated*): മെമ്പറിന്റെ അഭിപ്രായം ചെറുപ്പക്കാർ ഇവിടെ പട്ടിണി കിടക്കണമെന്നാണോ?

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MR. KURANDIPALLIL R. RAMAN PILLAI (*Quilon*) : ഇപ്പോഴത്തെ വിദ്യാഭ്യാസംകൊണ്ട് ഇവിടെ ജീവിക്കാൻ നിവൃത്തിയില്ലാതെയാണ് ഇവിടത്തെ യുവാക്കന്മാർ അന്യദേശങ്ങളിലേക്കു പോകുന്നത്.

MR. M. SUBRAHMANYA PILLAI (*Ayastisvaram*): വക്കീലന്മാക്കു വ അണക്കുടി കിട്ടുന്നില്ല എന്നു പറഞ്ഞതും വിദ്യാഭ്യാസത്തിന്റെ ദോഷം കൊണ്ടാണെന്നാണോ?

MR. KURANDIPALLIL R. RAMAN PILLAI (*Quilon*) : അതേ. ഇനി ഡയറക്ടരുടെ നയത്തെപ്പറ്റിയാണ് എനിക്കു പറയാനുള്ളത്. കാളേജു പ്രൊഫസർമാരേയും പ്രിൻസിപ്പാലിനേയും ആണ് ഡയറക്ടരായി നിയമിക്കുന്നത്. തന്നിമിത്തം കാളേജിലേക്കുകൂടുതൽപണം ചിലവാക്കുന്നതിനും അതിനെ അടിവലിപ്പെടുത്തുന്നതിനും ഡയറക്ടർ ശ്രമിക്കുന്നു. മിസ്റ്റർ പി. കെ. നാരായണപിള്ള പറഞ്ഞതുപോലെ മലയാളം, തമിഴ് ഒരം രണ്ടു ഭാഷകളും പരിചയമില്ലാത്ത ഒരാളിനെ മലയാളവിദ്യാഭ്യാസത്തിന്റെ ഡയറക്ടരാക്കുന്നതു തെറ്റാണു. അങ്ങിനെയാണെങ്കിൽ ചീഫ് എൻജിനീയറായിട്ട് എൻജിനീയറിങ്ങ് യോഗ്യതയില്ലാത്ത ഒരാളെ നിയമിക്കാം. ഈ ന്യൂനതയെല്ലാം അറിഞ്ഞിരുന്നിട്ടും, ഒരു സംഗതിയിൽ ഗവർമ്മെന്റുയാതൊന്നും പ്രവർത്തിക്കുന്നില്ലാ. അതു വലിയ കഷ്ടമാണു.

PRESIDENT : Your time is up.

MR. C. P. KOCHUKUNJU PILLAI (*Kottarakara* cum *Kunnattur*) : In supporting the motion under discussion, my friends on this side of the House have been referring to the defects in the present system of education. All that has been said by them, I am in agreement with. But I should like, in this connection, to examine the question whether the system of education as it exists now is itself being carried on properly. In doing so, I wish to make a few observations regarding the lack of discipline and the lack of efficiency in teaching which contribute to the poor results in class and public examinations of our English schools, mostly departmental. Discipline, as we all know, leads to good teaching; and good results necessarily follow. Therefore, in tracing back the causes of poor results, we come to lack of discipline. Instances are not rare of reports about serious misconduct on the part of pupils which has, in certain cases, gone to the extent of deliberate assault on some of the teachers. The moral tone of most schools is not what it ought to be. This, I believe, is due to the want of tact and the want of resource on the part of the teachers themselves. From my memory, I can confidently say that all successful teachers have been men of strong character and profound scholarship. The personality of the teacher, his general behaviour and conduct, his noble manners and amiable disposition and his vast erudition must be such as would leave a strong impression upon the minds of his pupils. Judged by these standards, most of our teachers,

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today, fall far short of the mark since they regard teaching only as a bread-winning profession. Children are children everywhere and at all times. If the teacher regards his pupils with indifference and scorn, it is nothing but natural that the students would pay him back in the same coin. Pupils readily take their teachers for what they are worth and begin to indulge in a variety of freaks and pranks calculated to undermine the discipline of the school.

I am quite aware that the Education Department possesses several successful teachers as well. But, unfortunately, it happens that able teachers are often grouped together in the same school, while teachers with little or no experience are found in the majority of schools. It is therefore nothing strange that the maintenance of discipline in most schools has become a hopeless task. I would therefore request the Director to effect a careful re-arrangement of the staff of the various schools so that all schools might get a fair proportion of efficient and capable teachers.

While speaking of teachers, I have not forgotten the headmasters of schools. What has been pointed out above as indispensable requisites in a good teacher, apply to a headmaster a hundred-fold. The headmaster is the motive power that sets the school wheel a-going; and his character and attainments should be of a very high order. Mere seniority in service shall not be the guiding principle in elevating a person to the position of the head of a school. A person should have in him several qualities of head and heart combined in him in order to deserve such an onerous and important position. I am afraid that many of the headmasters of today do not come under this category. In many cases, they are found to be 'small men", quite unequal to the sacred and noble task before them. It is no wonder then, Sir, that cases of assault, on headmasters by their own students and assistants and even by strangers, are sometimes brought to our attention.

I would therefore earnestly request the Director to use his best discretion in the selection of headmasters, without being influenced by considerations of service and seniority and other matters.

MR. PAUL DANIEL (*Nominated*): In the matter of education in our State, we find two observations frequently made. The first observation is that this State is in the forefront of the different States and Districts in India in the matter of literacy and general education. That is always taken to be a boast for our State. In the same breath, everybody cries down the kind of education that is being imparted. To my mind, these two things do not easily fit in with each other. It is admitted that education, as it is now imparted is defective. But, I believe it is not applicable to education as imparted in Travancore alone. The defects pointed out are various and in some respects self-contradictory. Will the defects be removed if more attention is paid to the Vernaculars? That seems to be the belief that some gentlemen entertain. There are yet others—and these might be classed among those who say that education now imparted is too literary—who say that it should be more vocational and that industrial subjects should be taught in our schools. Of

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[Mr. Paul Daniel.]

course, these may be real defects. But the task before the department and even before the Government in this respect is gigantic. The previous Dewan, as most of the members of the House may know, in order to tackle the question of educational reform in the State, appointed a very strong and influential committee over which he himself presided, and gave to the consideration of this subject a good deal of time and attention; but, after all, nothing tangible was produced. The defects, as they are called, are still found in the education given, and the same outcry is still here, there and everywhere. But, strange to say, the eagerness to be admitted into the schools to obtain the kind of education which is being cried down all around, is still being kept up and is growing year after year. The number of pupils sent into the schools for this education, which, as I said, is being cried down everywhere, is, as we all know, increasing year by year. There are applications to the Education Department for opening new English schools everywhere. Often, the Director is blamed, the Inspectors are blamed, for not encouraging the opening of English schools all over the country. And, for what are these English schools to be opened? Simply to extend this education which is considered to be blameworthy by everybody.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): Does it follow from that that the people support the present system of education?

MR. PAUL DANIEL (*Nominated*): They are very eager to reap the benefit of the present system of education. That, I think, cannot, be denied. Then, I wish to point out that these defects are inherent, perhaps in the education that is given, not only in Travancore, but also in the neighbouring States, throughout India and perhaps all over the world. Slight changes may be made. But are not these defects emphasised on account of various conditions obtaining in our own State? Therefore, I just wanted to say that these defects—defects there are, no doubt, as Mr. Kumara Pillai has been pointing out—lead to unemployment and ultimately starvation among our people. But if something could be done by opening vocational classes or vocational schools or by encouraging the teaching of industrial subjects in our literary schools, the defects may to a small extent be reduced. While reading through the budget, I observed that no additional grant is set apart this year for teaching weaving in some schools at least. I think that is a thing which should receive the consideration of the Government. There may be similar vocational subjects that might be tacked on to literary schools established in our State.

MR. C. P. THOMAS (*Nominated*): I want to ask a question?

PRESIDENT: The member has resumed his seat.

MR. J. STEPHENSON (*Director of Public Instruction*): Sir, I appreciate very much the fairness and open-mindedness with which this motion has been discussed, and I accept also a great deal of what has been said with regard to what is necessary; but, as I indicated in my

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speech on the general discussion of the budget, we should retain what is necessary; and it is necessary also that we should have reform. To take the remarks made by Mr. A. K. Pillai, I think I can accept them *in toto*. The State does require, the Education Department does require, an officer to do all the things which Mr. A. K. Pillai wants to be done. But Mr. A. K. Pillai will also agree with me that the things which are now being done have also to be done and that they could not be done by the officer doing the work which Mr. A. K. Pillai refers to. There may be defects in the direction. But these defects in direction can only be removed by providing more funds and getting more officers. The whole thing hinges upon that. There is work for two men, or indeed five men are required for doing the work that Mr. A. K. Pillai requires. On the administrative side, I could probably do the work ; but, for work on the academic side, more money is required. I may perhaps illustrate what the position is by giving figures showing the state of affairs in Mysore. One can gather from the newspapers what the activities there are. There are several kinds of activities there. Looking at the budget, one finds that apart from the amount spent on University education and the amount contributed by District Boards, etc., the amount spent on education is roughly the same as the amount spent here.

Mr. C. N. TUPPAN NAMPUTIRI (*Jenmies*) : ഇന്നത്തെ കാളേജിൽ നി ന്നും പുറത്തുവരുന്ന വിദ്യാർത്ഥികളുടെ ഭാവി എന്തെന്നു ഡയറക്ടർ ചി ന്തിച്ചിട്ടുണ്ടോ?

Mr. J. STEPHENSON (*Director of Public Instruction*) : I have often thought of that. And the question has been particularly brought to my notice by the unemployment committee. I was saying that, in Mysore, the amount spent on education is the same as we spend here. The amount spent on Direction is a little more than twice what is spent here, so that, if the Direction here is criticised, let it be criticised in relation to the amount which is spent.

Mr. K. I. JOSEPH (*Minachil* cum *Devicolam*) : Then, why is it that the Director has not asked for more money ?

Mr. J. STEPHENSON (*Director of Public Instruction*) : How does the member know that the Director has not asked for more money ?

Mr. K. I. JOSEPH (*Minachil* cum *Devicolam*) : From the budget I understand that he has not asked. That is the only source of information for us.

Mr. J. STEPHENSON (*Director of Public Instruction*) : The Director is one thing, the Government is another. At present, I am speaking on behalf of Government.

I have indicated in what manner it may be possible for the Director to be freed from the kind of work which in this debate has been said to occupy his attention. I am sure next year I shall be able to pay more attention to the important matters referred to in this debate. Some of the criticisms I cannot accept. Mr. C. P. Thomas said that the

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[Mr. J. Stephenson.]

curricula of studies which were introduced twenty years ago remain as they were. He did not point out, although he was invited to do so by Mr. P. K. Narayana Pillai, what the defects were in those curricula. And I hope that this House will agree with me that it is not necessary to revise a thing unless some defects are disclosed. I may, however, point out that the syllabuses have been revised within the last twenty years. A special syllabus has been framed for girls' schools in Forms IV, V and VI, to give them training in what I may call domestic economy and other similar subjects. The primary school syllabus for girls has also been revised. Similarly, in regard to vernacular schools for boys.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): In Rule 89 of the Education Code it is said that "the course of instruction in the Vernacular and English schools shall be in accordance with the curricula published by the Director under the authority of Government." I wish to know from the Director whether his duty is only to publish it, or whether the choice of the course of study is in his hands?

MR. J. STEPHENSON (*Director of Public Instruction*): The syllabus is approved by the Government.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): Is the choice made by the Government or by the Director?

MR. J. STEPHENSON (*Director of Public Instruction*): Final approval rests with the Government.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): Has he anything to do with the choice?

MR. J. STEPHENSON (*Director of Public Instruction*): Yes.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): What has he to do with the curricula for Vernacular schools?

MR. J. STEPHENSON (*Director of Public Instruction*): He makes an enquiry and sends up proposals to Government.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): My question is whether he has got anything directly to do with the curricula of studies in Vernacular schools.

MR. J. STEPHENSON (*Director of Public Instruction*): He has a lot to do with it.

Then, I would like to refer to one point in Mr. P. K. Narayana Pillai's speech. I quite accept the position that it would be better if the Director moved among the people and visualised the difficulties under which they labour as regards education. My chief difficulty, as a matter of fact, however, is not in visualising the difficulties under which people labour with regard to education. My difficulty is to find how those difficulties may be removed. I know hundreds of difficulties an I can visualise them clearly. What I do not see is how they are going to be removed. With regard to Mr. Lampard's point that the

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people coming from schools are unwilling to go through the mill, that is, to start at the bottom in an industrial factory and learn things from the very beginning, quite a common thing in England for a well-educated youth to do. I would not attribute the difference in attitude which exists here to the kind of education which is imparted in our schools. The kind of education that is imparted here is much the same as that which is imparted in England. But the difference in the attitude may be due to better adaptability on the part of the people there. But whatever may be the reasons for the difference in attitude, I think it is not due to the difference in the kind of Education.

MR. K. MADHAVAN PILLAI (*Trivandrum* cum *Neduvangad*): Will the learned Director kindly give us an idea as to why the double-shift system is getting unpopular?

MR. J. STEPHENSON (*Director of Public Instruction*): I understand the question, but I should like to have it made clearer, that is, I should like to know whether that system is getting unpopular with the people or with the department.

MR. K. MADHAVAN PILLAI (*Trivandrum* cum *Neduvangad*): Is it getting unpopular with the people or with the department?

MR. J. STEPHENSON (*Director of Public Instruction*): It is unpopular with the people.

MR. K. MADHAVAN PILLAI (*Trivandrum* cum *Neduvangad*): Was the present Inspector of Vernacular schools in favour of the introduction of the system?

MR. J. STEPHENSON (*Director of Public Instruction*): The introduction of the system took place before the present officer became the Inspector. It took place when Mr. Subrahmanya Sastri was the Inspector. He made the recommendation.

MR. K. MADHAVAN PILLAI (*Trivandrum* cum *Neduvangad*): Mr. Subrahmanya Sastri supported it?

MR. J. STEPHENSON (*Director of Public Instruction*): Yes. It was a system proposed by me to the Government as an experimental measure.

MR. K. MADHAVAN PILLAI (*Trivandrum* cum *Neduvangad*): How is that working?

MR. J. STEPHENSON (*Director of Public Instruction*): The latest reports on it show that it is working very badly. We could not expect a system such as that to work very well anywhere.

MR. K. MADHAVAN PILLAI (*Trivandrum* cum *Neduvangad*): May I know why in the aided primary schools the number of pupils in the first class, *viz.*, 89,079, dwindled into 20,000, while, on the other hand, in the departmental schools it is not so? I want to know whether it has anything to do with the shift-system.

MR. J. STEPHENSON (*Director of Public Instruction*): I don't quite catch the point. The shift-system applies to the first and second classes. Are these figures for such classes?

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MR. K. MADHAVAN PILLAI (*Trivandrum* cum *Neduvangad*): Anyhow, if it is unpopular with the people, the number in the first class should dwindle. On the other hand, the number in the 4th class has decreased considerably.

MR. J. STEPHENSON (*Director of Public Instruction*): These figures are for the whole State. The system was, I believe, started only in about 60 schools and the number concerned in those schools would be about 2,000. It is in force in 83 schools.

MR. K. MADHAVAN PILLAI (*Trivandrum* cun *Neduvangad*): If the double-shift system is very unpopular with the people, my point is that there would have been a fall in the number of boys in the first class. But I find that it is in the fourth class that the number has considerably fallen.

MR. J. STEPHENSON (*Director of Public Instruction*): There are many points in this. The system is unpopular not with the pupils, but with their parents, because they say that the instruction given in the double-shift system in three hours is not the same as the instruction given in five hours, previously.

MR. K. MADHAVAN PILLAI (*Trivandrum* cum *Neduvangad*): Is it the opinion of the parents or based upon the report of the teachers?

MR. J. STEPHENSON (*Director of Public Instruction*): I cannot say. The report came from the Inspector of Vernacular schools, I presume, after proper enquiry. I don't think teachers object. They get extra allowances.

MR. K. MADHAVAN PILLAI (*Trivandrum* cum *Neduvangad*): That is another matter. I should like also to know why the figure as regards the departmental schools is smaller. There is a fall from 52,000 to 39,000, while in the aided schools, the fall is from 89,000 to 20,000

MR. J. STEPHENSON (*Director of Public Instruction*): Is this in the report?

MR. K. MADHAVAN PILLAI (*Trivandrum* cum *Neduvangad*): Yes.

MR. J. STEPHENSON (*Director of Public Instruction*): May I know the page?

MR. K. MADHAVAN PILLAI (*Trivandrum* cum *Neduvangad*): I have got only notes.

MR. J. STEPHENSON (*Director of Public Instruction*): I have not got the report with me. The thing is, there is such a wide disparity between the figures.

MR. K. MADHAVAN PILLAI (*Trivandrum* cum *Neduvangad*): May I have an explanation from the Director for the difference in the fall in the number of pupils?

MR. J. STEPHENSON (*Director of Public Instruction*): It looks to me as if the departmental schools were managed well and well appreciated by the public. Mr. C. P. Thomas suggested that in many private schools there may be less proportion of the boys withdrawn than n departmental schools.

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MR. K. MADHAVAN PILLAI (*Trivandrum* cum *Neduvangad*) : Can it not be also that a large number of boys are retained for grants ? Is it not open to that interpretation also?

MR. J. STEPHENSON (*Director of Public Instruction*) : That may also be.

MR. K. MADHAVAN PILLAI (*Trivandrum* cum *Neduvangad*) : In regard to Vernacular schools, out of 127, 32 passed 12 per cent less. Is it a satisfactory condition ?

MR. J. STEPHENSON (*Director of Public Instruction*): I cannot say now that any definite action was initiated in the Director's Office. These facts concern inspecting officers who will mainly tackle them.

MR. K. MADHAVAN PILLAI (*Trivandrum* cum *Neduvangad*) : It is also said that only 19 per cent. of the 1st year students in the 7th class passed the examination. Is that a satisfactory state of affairs ?

MR. J. STEPHENSON (*Director of Public Instruction*) : It is a most unsatisfactory state calling for immediate attention.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*) : What is the present attitude of the Government towards the double-shift system? Have they passed their final verdict on that ?

MR. J. STEPHENSON (*Director of Public Instruction*) : It is still under consideration, if my recollection is correct.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*) : If so, why have they reduced the number of schools where the system had been introduced ?

MR. J. STEPHENSON (*Director of Public Instruction*) : There is no charge of policy as regards the system. It was only started in schools for getting teaching done without increasing the number of teachers in schools where the classes required division.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*) : My question was what is the reason for reducing the number of schools where the system had been introduced ?

MR. J. STEPHENSON (*Director of Public Instruction*) : It must be because teachers became available in schools in which the double-shift system had been introduced and therefore reversion to the original practice took place.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*) : But the report does not say that.

"It is said the double-shift system which was introduced as an experimental measure in some departmental vernacular schools in the school year 1924-25 was discontinued in the year 1100 in 50 schools as the strength of the double-shift classes in them had declined. Thus, at the end of the year 1100, the system was working in 138 schools only. As experience proved that the system was not popular, it was not introduced in any school in the year 1101 M. E. On the other hand, it was discontinued in 55 schools. The number of schools where the system was working at the end of 1101 was thus only 83."

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[Mr. K. I. Joseph.]

Is it because the Director or the Government was satisfied that the system was a failure that the reduction in the number of schools where the double-shift system had been introduced, was made, or is the matter still under the consideration of the Government?

MR. J. STEPHENSON (*Director Public of Instruction*): I do not quite note the point.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): How did the Government know that it was unpopular? I shall make my point clearer. The system it was said was under investigation. But it is said in the Administration Report that the system was found unpopular. How the Government knew this is my point.

MR. J. STEPHENSON (*Director of Public Instruction*): From the report of the inspecting officers.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): Is it based only on the report of the inspecting officer or did the Director himself make any personal enquiry?

MR. J. STEPHENSON (*Director of Public Instruction*): I think the report was submitted during the time of Mr. Krishnaswami Aiyar. I cannot answer for him.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): Does the Director think that the matter was properly investigated?

MR. J. STEPHENSON (*Director of Public Instruction*): Yes.

MR. K. MADHAVAN PILLAI (*Trivandrum* cum *Neduvangad*): Is he aware that the system is a success in Cochin?

MR. J. STEPHENSON (*Director of Public Instruction*): I do not know.

MR. K. MADHAVAN PILLAI (*Trivandrum* cum *Neduvangad*): Will he kindly enquire about it?

MR. J. STEPHENSON (*Director of Public Instruction*): Yes.

MR. K. SIVARAMA PANIKKAR (*Shertallai*): Is he of opinion that the system will not work better even if the teachers concerned and the headmasters equally are paid better?

MR. J. STEPHENSON (*Director of Public Instruction*): I think all the teachers will work better if they are better paid.

MR. K. SIVARAMA PANIKKAR (*Shertallai*): Is he aware that the headmasters of the schools where the double-shift system is working are not paid any extra allowance?

MR. J. STEPHENSON (*Director of Public Instruction*): I am aware of it.

MR. K. SIVARAMA PANIKKAR (*Shertallai*): Is he aware that the headmasters of the schools have to attend the schools from 9-30 in the morning to 4-30 in the evening in schools where this system is introduced?

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MR. J. STEPHENSON (*Director of Public Instruction*): Yes.

MR. K. SIVARAMA PANIKKAR (*Shertallai*): As such, are they not entitled to get something extra?

MR. J. STEPHENSON (*Director of Public Instruction*): Yes, certainly.

MR. K. SIVARAMA PANIKKAR (*Shertallai*): Is he also aware that the headmaster is not given extra?

MR. J. STEPHENSON (*Director of Public Instruction*): Yes.

MR. K.SIVARAMA PANIKKAR (*Shertallai*): Will not the headmasters work better if they are given extra?

MR. J. STEPHENSON (*Director of Public Instruction*): That does not necessarily follow.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): May I know why he has not asked for more funds in the budget for that purpose?

MR. J. STEPHENSON (*Director of Public Instruction*): How does the member know that I have not asked for more funds?

MR. K. MADHAVAN PILLAI (*Trivandrum* cum *Neduvangad*): Will the Director tell me if better pay is given to the teachers, the system will be improved?

MR. J. STEPHENSON (*Director of Public Instruction*): Yes, it will.

MR. A. K. PILLAI (*Karunagapalli*): I wish to ascertain from the President how long the Director of Public Instruction will be allowed to continue his speech.

PRESIDENT: His time is up.

MR. A. K. PILLAI (*Karunagapalli*): May I know from the Director what exactly is his position with regard to my cut motion—whether he thinks that the present educational system is all perfect?

MR. J. STEPHENSON (*Director of Public Instruction*): I spoke about that at the very beginning.

MR. A. K. PILLAI (*Karunagapalli*): I must confess that I was not able to catch him at this distance.

MR. C. P. THOMAS (*Nominated*): Will the Director be pleased to say whether the time has come to take up the question of considering the introduction of reforms?

MR. J. STEPHENSON (*Director of Public Instruction*): The question of reforms is one which could have been taken up at any time and within the last twenty or thirty years there has not been a time when the Director would not have proposed reforms. The main difficulty however is how to start reforms without more money.

MR. C. P. THOMAS (*Nominated*): How can it be started unless an attempt is made to discuss the question and arrive at some conclusions?

MR. J. STEPHENSON (*Director of Public Instruction*): The attempt will be made.

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MR. A. K. PILLAI (*Karunagapalli*): Is it his position that the reform is overdue?

MR. J. STEPHENSON (*Director of Public Instruction*): It is possible at any time. A report could be prepared and reforms could be introduced at any time if more money were available.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): Does he accept the motion or oppose it?

MR. J. STEPHENSON (*Director of Public Instruction*): I oppose the motion.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): In the light of his admission regarding the position taken up by Mr. A. K. Pillai, what objection has he to accept the motion which refers to the unsatisfactory nature of the present system of education?

MR. J. STEPHENSON (*Director of Public Instruction*): I do not think it would be correct for me to accept the motion because that takes away a sum of money.

MR. C. N. TUPPAN NAMPUTIRI (*Jenmies*): മലയാളംസ്കൂളുകളും സംസ്കൃതസ്കൂളുകളും ഡയറക്ടരുടെ കീഴിൽ നിന്നും എടുത്തു വേറെ ഒരാളിന്റെ അധീനതയിൽ ആക്കുന്നതു നന്നായിരിക്കുമെന്നു ഡയറക്ടർ വിചാരിക്കുന്നുണ്ടോ?

MR. J. STEPHENSON (*Director of Public Instruction*): I think that is a question which could be considered. I do not think the Director is very well qualified.

MR. C. N. TUPPAN NAMPUTIRI (*Jenmies*): വിദ്യാഭ്യാസ ഡയറക്ടർ നാട്ടു ഭാഷകളടി അറിഞ്ഞിരിക്കുന്നതു നന്നായിരിക്കുമെന്നു വിചാരിക്കുന്നുണ്ടോ?

MR. J. STEPHENSON (*Director of Public Instruction*): I admit that.

MR. A. K. PILLAI (*Karunagapalli*): Can I expect the Government to elucidate their position with regard to this motion?

MR. J. STEPHENSON (*Director of Public Instruction*): I have been representing the Government's position.

MR. K. SIVARAMA PANIKKAR (*Shertallai*): Is he of opinion that the Director of Public Instruction should have no control at all over the Vernaculars of this State?

MR. J. STEPHENSON (*Director of Public Instruction*): Does he refer to Vernaculars or Vernacular schools?

MR. K. SIVARAMA PANIKKAR (*Shertallai*): Vernacular schools.

MR. J. STEPHENSON (*Director of Public Instruction*): Then my answer is yes.

The Council adjourned for lunch at 2·5 P. M. and re-assembled at 2-52 P. M.

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MR. G. RAMAN MENON (*Mavelikara* cum *Kartikapalli*): Sir, very important issues have been raised regarding education during the course of the discussion on this motion. So, it is necessary that the question should be pressed in an acceptable form. I was very greatly impressed by the remarks made by Mr. Subba Aiyar yesterday about token motions. But I have to differ from him in one respect. That is this. When the members speak, they may refer to many subjects, but when they vote, I think the vote is upon the motion brought forward by the mover. So the question depends upon what the mover presses. In regard to this question, I should like to make it clear what position should be pressed by the mover for the acceptance of this House. It is acknowledged on all hands that the present system of education is very defective. From the scientific point of view, education is the training for ordinary life. If we look at the education prevalent in our country, we find that it is wholly divorced from the ordinary life of the citizen. That is the main defect of the present educational system. The question is how to reform it. The various consequences of the defective system of education have been ably pointed out by my friends, both in Malayalam and in English. I shall confine myself to the question as to what steps we should adopt for remedying this state of affairs. As I pointed out before, the crux of the difficulty is that our educational system is divorced from the ordinary life of the citizen. This difficulty can be remedied only if the policy of the Education Department is shaped with the co-operation of the ordinary citizen—of the representatives of the ordinary citizen. With the best intentions in the world, the bureaucrats, after a period of service as bureaucrats, become wooden in their nature. They cannot respond to the needs of the people; they cannot understand the needs of the people. I have talked with many friends in official life both before they have put in a large number of years of service and after that. I found very great difference in the outlook. So, the proper policy is to entrust the shaping of the educational policy of the department to the representatives of the people. Of course, education requires expert knowledge; but the expert knowledge that is necessary is the expert knowledge of the ordinary life of the country. Herbert Spencer has pointed out that even in England, at that time, a number of years ago, there was a great divorce between education and ordinary life. There they have been trying with success to bridge the gulf. We are left behind. We ought also to make up for lost time and reform our educational system. The best way of doing that is to appoint a Board of Education for controlling the whole policy and administration of education in the State. Instead of the Director of Public Instruction, there should be a Board of Education on which the representatives of the people should in my opinion have a majority. Then the present system of unsympathetic dealings with schools by bureaucratic officials and the present system of paying more attention to red-tape and routine than to the real needs of education can be got rid of. It is not the number of officials that make education effective. If education should be improved, the pay of the teachers should be raised and the tone of the teachers should be improved. The character of the teachers should be improved. I find that Rs. 5 lakhs is

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[Mr. G. Raman Menon.]

additionally spent for education. But nothing has been done to increase the pay of the lowest grade of teachers. All these things could be remedied and all the defects can be remedied only by bringing education under the control of the representatives of the people. So, I support the motion and suggest that the mover should press upon this House that a Board of Education should be appointed with the representatives of the people on it, to control the whole working and administration of the Education Department.

MR. A. K. PILLAI (*Karunagapalli*): Sir, I beg to press the motion to the vote of the House and, in doing so, I shall not take up the time of the House except to say one or two words. I have been looking forward anxiously to an assurance from the other side of the House. But Mr. Stephenson has not been able to give any encouraging answer at all. I would urge the motion not on any definite scheme but on the greatest common measure of our understanding, the understanding on this side of the House, namely, the need for a thorough overhauling of the system. So, I urge the motion for the vote.

PRESIDENT: I propose in a very few words, not exactly to wind up the debate, but to convey a general impression of the Government's attitude in this matter. That is this. As the Director himself indicated in his speech, the Government, no less than the people at large, have an uneasy feeling that all is not well with the present system of education. Furthermore, when in committee discussion, we proposed to place before this Council so large a sum—a record figure—of forty lakhs of rupees for the purpose of education in the coming year, I felt certain that the largeness of the amount would at once arrest the attention of this House and the people of Travancore in general and that in the course of the discussion here distinct views and attitudes and distinct aims would be given in the speeches of the members here and in the public press and by personal expressions of views. It is in the hope of elucidating such views that I have listened to the debate today, with very great attention. Unfortunately, I have failed to see much in the way of constructive suggestions put forward. That, I have no doubt, is due to the very nature of the subject. It is too wide, too comprehensive—possibly involving revolutionary changes—to be dealt with by individuals in the short space of time allotted to them in the budget debate. Nevertheless, there are indications and very distinct indications. On behalf of Government, I can give the assurance that they are now, after carefully watching the events during the last two years, thoroughly convinced that the system as Mr. A. K. Pillai put it, needs overhauling from top to bottom and that the question will be taken up without very much more delay.

MR. A. K. PILLAI (*Karunagapalli*): Will it not be better to have the verdict of the House recorded?

PRESIDENT: Upon what?

MR. A. K. PILLAI (*Karunagapalli*): Upon the fact that the Government have accepted my proposition.

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PRESIDENT: I did not see anything concrete which the Government may follow in the motion to be put to the vote of the House. I cannot find anything in a speech of ten minutes or more putting any concrete and definite proposal.

MR. A. K. PILLAI (*Karunagapalli*): I am not able to follow you.

PRESIDENT: I say that though your speech dilated upon a variety of subjects, you never put forward anything concrete.

MR. A. K. PILLAI (*Karunagapalli*): I will put it that a reforming and remodelling of our education is necessary.

PRESIDENT: That is a concrete proposition.

MR. K. K. THOMAS (*Kottayam*): It was accepted by the Government.

PRESIDENT: Yes. Now, do you want to press your motion?

MR. A. K. PILLAI (*Karunagapalli*): No, I beg to withdraw the motion.

The motion was, by leave of the House, withdrawn.

Motion 49.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): Sir, I beg to move the following motion:—

49. To reduce the allotment of Rs. 17,980 for Direction by Rs. 100.

It has already been said in the course of the discussion on the prior motion that the present system of education is not at all satisfactory and the Government also have in a way admitted this position. So, I do not mean to dilate much upon the evils in the present system. But in the course of the discussion on the last motion, nothing was said about any constructive programme. Of course, I admit that it is a wide question on which we cannot lay down any programme in the ten minutes allotted to us. So, I shall indicate the general lines upon which the attention of the Government should be directed. At present, the Director is concerned with three sorts of work, the direction of the educational policy, the administration of the department, and inspection work. I have already pointed out in the course of discussion on a previous motion that the inspection work of the Director is superfluous. For inspection, there are a number of Inspectors or Assistant Inspectors. We do not see so many grades of Inspecting Officers in the Land Revenue, the Excise, the Police or any other department.

MR. J. STEPHENSON (*Director of Public Instruction*): May I point out to the member that in British India and everywhere else there are such Inspectors as we have here?

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): I do not speak of affairs in British India. I am comparing the Inspecting Officers in this department with those in other departments in Travancore. In the Education Department, there is a long line of Inspecting Officers. Hence, it is not ordinarily necessary that the Director should himself do the work of the Inspecting Officers.

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MR. K. MADHAVAN PILLAI (*Trivandrum* cum *Neduvangad*) : Is the member aware that about 660 schools were left uninspected?

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*) : That is what I say. If the Inspectors are not doing their work properly, remove them. If the existing number of Inspectors is not sufficient to supervise the work done in these schools, additional hands may be appointed. But my point is that the Director should not himself go from one place to another for the purpose of checking the work of the Inspectors. In the Land Revenue Department, above the Dewan Peishkars who attend to the work of a Division, there is only the Land Revenue Commissioner. Above him, there is nobody else. But in the Education Department, there are the Assistant Inspectors and to supervise their work there is the Chief Inspector. I do not understand why you should have then a Director to inspect the Chief Inspector. I should think an efficient and capable Chief Inspector may be appointed and the inspection work completely left in his hands and relieve the Director of inspection work.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*) : Does the member object to the Dewan inspecting the schools?

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*) : The Dewan or any other officer may inspect the schools in case there is need for it. The Dewan is expected to make local inspections in the case of every department whenever there is a need for it.

MR. K. MADHAVAN PILLAI (*Trivandrum* cum *Neduvangad*) : Should the Chief Engineer inspect the schools?

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*) : In case of necessity he should also inspect.

I do not understand the necessity for having a man above the Chief Inspector for inspection work. I think the work of the Director will be considerably reduced if he is relieved of his inspection work.

MR. K. MADHAVAN PILLAI (*Trivandrum* cum *Neduvangad*). : You say that the work of the Chief Inspector should not be made subject to supervision?

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): In extraordinary cases, the Government or the Director may supervise his work. But in ordinary cases, such as whether a particular school-house could accommodate a particular number of pupils, inspection by the Director is not necessary. The important item of work that is now attended to by the Director is routine administrative work. The Director himself was complaining that because of the routine work in his office he was not able to do much travelling. Such office work could very well be attended to by a lower grade officer who has got sufficient office experience. For that purpose, such a high-paid officer is not necessary. The chief work to be attended to by the Director should be the direction of the educational policy. That should be his chief work. But under the present conditions, I doubt whether it will be expedient to entrust this work in the hands of a single individual and that one who is not acquainted with the Vernaculars of the State. In this State, educational

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work is being carried on mostly by private agencies and they are doing substantial help to the Government in this matter. Such being the case, it is necessary that they should have a voice in shaping the educational policy of the State. So, in the place of one individual, I would suggest the creation of a Board consisting of Government's representatives and also representatives of private institutions and the public at large. If such a Board is appointed, the Government will be in a position easily to understand the view-point of the private institutions and the people at large. Without that, the Director will very often be guided by the reports of his subordinates. For example, in the case of the important question of the double-shift system, the Director was saying that he was completely guided by the report of the Inspector. If there had been a Board, he would have known whether the system is working satisfactorily and whether the people want it. So, I suggest that for the purpose of directing the educational policy, a Board must be appointed consisting of Government members such as the Director of Agriculture, the Director of Industries and the Director of Public Instruction and some non-official members representing private institutions and the people at large. The chief complaint about the present educational system is that it is not sufficiently vocational. That is why I mention the names of the Director of Agriculture and the Director of Industries.

MR. K. MADHAVAN PILLAI (*Trivandrum* cum *Neduvangad*): Is it to be an Advisory Board?

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): I mean it to be a Board to direct the policy of education in the State. There should be one expert—I do not say anything about the personnel at present—who has got experience in educational matters.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): I just want to clear a doubt, whether he would have both the Director of Public Instruction as well as the Directing Board above him.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): I say that there should be a Board of Education to consider all questions of educational policy.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): Does the member suggest that the Director as such may be done away with? (*Laughter*).

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): I say that the Director's work may be split up into three, one portion may be placed under the Chief Inspector, one under the Office Manager and the other entrusted to a Board of Directors. This is the suggestion I have to make. Anyhow, I may add that the suggestions I have made are in a very general way since the details of the scheme cannot be considered in a few minutes. I would therefore suggest that for considering these and other educational matters, a conference of competent persons may be called by the Government and their opinion called for. In the alternative, a committee may be appointed to enquire into

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[K. I. Joseph.]

these matters. I wish that the conference on the committee be convened by the Government as early as possible, say within three months.

MR. K. SIVARAMA PANIKKAR (*Shertallai*): Is it his idea that as regards the administrative side of the Director's work the office manager or the Secretary may be safely entrusted with the work of the Education Department?

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): You may give whatever name you like, but my point is that the administrative affairs may be entrusted to a manager or some such officer.

MR. K. SIVARAMA PANIKKAR (*Shertallai*): Is he aware that the Secretary will have to control the Inspectorate as well as the Principals of the Colleges?

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): For the purpose of attending to the inspection work, there is the Inspector. The Secretary has to attend only to the routine administrative matters.

MR. K. SIVARAMA PANIKKAR (*Shertallai*): In doing so, will he not have to exercise control over them in matters of correspondence?

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): Of course, he will have the control, subject to the authority of the Government. These are matters of detail.

MR. K. SIVARAMA PANIKKAR (*Shertallai*): May I know what the status and grade of this officer should be?

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): The status and pay should be those of an ordinary Secretary?

MR. K. SIVARAMA PANIKKAR (*Shertallai*): Is he aware that there is already a Secretary who looks after education in the Secretariat?

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): There is no harm in entrusting the work with him.

MR. K. SIVARAMA PANIKKAR (*Shertallai*): Will he be satisfied if this work is entrusted to that Secretary?

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): Oh, yes.

MR. K. SIVARAMA PANIKKAR (*Shertallai*): Is he capable of exercising control over the officers in the Education Department?

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): If the individual now in office is not capable, another may be appointed in his place.

MR. K. SIVARAMA PANIKKAR (*Shertallai*): I do not mean the individual, but the office.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): I have already stated that one who has got sufficient experience may be entrusted with that work.

MR. K. SIVARAMA PANIKKAR (*Shertallai*): Will Mr. Joseph like the idea of his being controlled by an officer of a lower status?

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MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): I do not understand his question.

MR. K. SIVARAMA PANIKKAR (*Shertallai*): Will he himself agree to the proposal of himself being placed in such a position as to be controlled by one who is much lower in status than him?

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): Suppose I am a manager of an institution dealing with the management of a school. I will surely be willing to be bound by the decisions of the Secretary.

MR. K. SIVARAMA PANIKKAR (*Shertallai*): It is not a question of dealing with a manager, but with the Inspectors and Principals.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): So far as the department is concerned, the Secretary is expected to work under the orders of the Government.

MR. K. SIVARAMA PANIKKAR (*Shertallai*): Is he aware that it is not a question of signing papers only?

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): I say it is purely a matter of departmental administration.

MR. C. P. THOMAS (*Nominated*): Is the Secretary to be under the Board?

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): He will be under the direct control of the Government. I have already said that I speak these things only in a general way. My point is that a conference may be held or committee appointed to consider all these questions. I do not say that my suggestions should be accepted as such without enquiry.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): In the scheme suggested, there seems to be a lecuna as to who should see that the directions of the Board, that is now contemplated, are properly carried out.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): The Chief Inspector.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): So, a new office has to be created?

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): One of the present Inspectors may be made the Chief Inspector. Within the time allotted to me, I have only touched on several matters of importance and that my final submission is that an enquiry into these should be made either by a committee or at a conference.

MR. K. P. NILAKANTA PILLAI (*Chirayinkil*): Sir, while supporting this motion, I propose to avail myself of this opportunity to bring to the pointed notice of the Government as well as the public the vagaries of the Chief Inspector of Vernacular Schools. Sir,—

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): I wish to know whether that matter comes under Direction?

MR. K. P. NILAKANTA PILLAI (*Chirayinkil*): I wish to know why my friend objects to this. I am perfectly in order because it is explained in the motion that it is with a view to discuss the unsatisfactory conditions of the administrative side of the Education Department.

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MR. V. SUBBA AIYAR (*Nominated*) (*Deputy President*): There is a separate motion proposed by Mr. Nilakanta Pillai himself for that.

MR. K. P. NILAKANTA PILLAI (*Chirayinkil*): It is left to me Sir, to move it or not. I can speak at any time and I cannot be compelled to move that particular motion.

PRESIDENT: What is the number of the other motion?

MR. K. P. NILAKANTA PILLAI (*Chirayinkil*): It is motion No. 89 and it may not come up for discussion today. (*Laughter.*)

PRESIDENT: I should like to hear the Law Member.

MR. K. P. NILAKANTA PILLAI (*Chirayinkil*): If my friend wanted to deal with the administrative side of the department, I do not know what prevents me from saying that there is want of administrative control over some of the officers of the department.

MR. KAYALAM PARAMESVARAN PILLAI (*Additional Head Sirkar Vakil*): The motion under discussion relates to the grant for direction. It is seen that the Inspector does not come under direction, but he comes under "Controlling Agencies."

MR. K. P. NILAKANTA PILLAI (*Chirayinkil*): What I wish to submit is that there is no proper direction and that there is no proper administrative control over the subordinate officers of the department. There cannot be any hard and fast rule to knit two motions together. When token motions were discussed today and yesterday, all sorts of irrelevant matters were allowed to be discussed. When I stood up, a particular disqualification was raised by my friend. I submit that it is not an irrelevant matter and if it comes at all, it should come under this head and nothing else.

MR. KAYALAM PARAMESVARAN PILLAI (*Additional Head Sirkar Vakil*): From page 78 of the budget, it will be seen that the amount, *viz.*, Rs. 17, 980, sought to be reduced by the motion is the amount to be voted under Direction. So, this motion relates to the amount under Direction. The details of that will be seen on another page of the budget. It will also be seen from the provision made in the budget in that page that the Inspector does not come under Direction at all.

PRESIDENT: Is it the practice in this House that the motions should come under the accepted heading in the budget?

MR. KAYALAM PARAMESVARAN PILLAI (*Additional Head Sirkar Vakil*): Yes.

PRESIDENT: Mr. Nilakanta Pillai, you see that I am advised that rules and practice in this House require motions to follow the set budget heads in the estimates and you apparently realise that is so. So, I say that the very motion on which you now propose to talk about is the objective of a motion you have under 20 B—Vernacular School Education.

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MR. K. P. NILAKANTA PILLAI (*Chirayinkil*): Sir, I think the Law Member is not clear. I am not making my motion, but I am supporting a motion with arguments. If such interpretations are made, a member cannot do anything in this House.

PRESIDENT: We are anxious to give members as much scope as possible within the limits of the rules and practice in this House. I should like to have the views of Mr. Subba Aiyar, the Deputy President, on this subject.

MR. V. SUBBA AIYAR (*Nominated*) (*Deputy President*): Mr. Nilakanta Pillai wants to speak on a matter totally different from the motion before the House. He says that he is not moving a motion. Therefore the question is whether the speech is pertinent to the subject and relates to a matter which is under discussion. I do not see how a matter raised under Controlling Agency, *i. e.*, under a different head, can be brought in here.

MR. K. P. NILAKANTA PILLAI (*Chirayinkil*): Sir, everybody seems to be confused in the matter. When I wanted to draw the attention of the Government to the acts of a subordinate officer under the Director of Public Instruction, I am really attacking the Director for not supervising the acts of his subordinates. I do not understand why it is objected to. And I see people are putting so many interpretations. Now, what I beg to state is that the Director is not in a position to have a proper supervision and so I am entitled to speak on this motion.

MR. KAYALAM PARAMESVARAN PILLAI (*Additional Head Sirkar Vakil*): The speech has to be in that line.

MR. A. K. PILLAI (*Karunagapalli*): May I remind the President that Mr. Joseph moved the cut motion with a view to discuss the organisation of the Direction and not the personnel of it. That point has to be borne in mind.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): I think that Mr. Nilakanta Pillai will be entirely within his province.

MR. K. P. NILAKANTA PILLAI (*Chirayinkil*): I rise to a point of order whether he can object to my speaking. I say he must sit down.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): I am speaking on the point of order raised and my position is this. Mr. Nilakanta Pillai will be within his province if he restricts himself to the indifference with which the direction is being carried on; but he could not be allowed to go into the details of the work of the subordinate officers unless he alleges that the Director was indifferent in the matter.

PRESIDENT: You have forestalled what I was going to say, Mr. Joseph. I was just going to say that Mr. Nilakanta Pillai may, under this head, discuss the Director's latches and lapses, but he cannot go into the details of the individuals over whom the Director exercises control and for whom separate allotments are provided in the budget.

MR. K. P. NILAKANTA PILLAI (*Chirayinkil*): Sir, it seems that there is a lot of complaint on the part of the teachers who were disbanded while the Vernacular schools were closed for midsummer recess

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[Mr. K. P. Nilakanta Pillai.]

in 1101 that they were not re-entertained in the Department though they were entitled to be re-entertained. I understand that the Chief Inspector relieved with the sanction of Government all the acting teachers, hundreds in number, even though many of them were acting in permanent vacancies and most of them were at all events acting in long vacancies which have not ended. It was stated that most of the persons thus relieved could be reappointed according to their acting service at the reopening of the schools.

MR. K. K. THOMAS (*Kottayam*): May I know the number—

MR. K. P. NILAKANTA PILLAI (*Chirayinkil*): I shall answer any question at the end of my speech. It was also said that the Inspector merely wanted time to make out a list of vacancies, in accordance with the permanent, long or short nature of the vacancies and fill up these vacancies by persons in accordance with their length of acting service. Though several newspapers of the State protested against this step, the public thought that they had better wait and see what he was going to do. But, when after the re-opening appointments were made, it was found that a fairly large number of persons having several years of acting service to their credit were ignored and persons of less acting service and even persons with absolutely no acting service were preferred and appointed. The exact figures under the various items, I am not in possession of at present. Though interpellations have been asked by me for information on these heads, in the last as well as in this session, no reply has yet been given. I think that I can fairly say that the number of these aggrieved persons come to about three digits. At all events, their number is not inconsiderable. I have got the names of some persons whose claims were ignored and also the names of some of the fresh men who were newly taken in. Sir, I hope that I need not describe the pitiable plight of these persons who spent four or five years of the best part of their life in a particular calling in which they thought they could spend their life, and which they were encouraged to look upon as more or less permanent. I can only say that it is miserable. The scandal that this injustice has given rise to has become universal. Among the fresh hands so entertained, there are Nayars, Tamilians, Brahmins, Ezhavas and others. Evidently, no one can say that the Inspector was actuated in this case by the usual communal spirit. The irregularities in the appointments can be classified under various heads. (1) Persons with absolutely no acting service being preferred to persons with acting service ranging from one to four years. (2) Persons with shorter acting service being preferred to persons with longer acting service. (3) Persons with acting service in Mission Schools being perferred to persons with acting service in departmental schools and (4) Persons with lesser examination qualifications being preferred to persons having higher examination qualifications.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): Does Mr. Nilakanta Pillai allege that the Director of Public Instruction has not enquired into the matter?

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MR. K. P. NILAKANTA PILLAI (*Chirayinkil*): I am sure that the Government might have become aware of this scandal. But the public are completely in the dark as to what they are doing to set right this grave injustice and trace the reason for this suspicious conduct on the part of the Chief Inspector.

Another scandal connected with the Vernacular School Inspector is in regard to text-books. When alternative text-books are prescribed for a particular subject, the Inspector in some cases prefers one book to other books and asks the Assistant Inspectors to sell these books in their Districts. The History book of Mr. R. Kulathu Aiyar, Palace Special Officer, received this preferential treatment.

There are grave irregularities in the distribution of grants-in-aid and furniture grants both with regard to the amount and the time of distribution. Furniture grants are given to some institutions without the Inspector verifying the furniture.

The book called "അമരപാഠം നിഖണ്ഡു" which has been approved for the libraries and which costs Rs. 2/8 each copy, has been circularised to be purchased by the teachers. Without the knowledge of the Text-Book Committee and even without, I understand, the consent of the Director of Public Instruction, Mr. Nelliyappa Aiyar's Map of Kerala was ordered to be purchased for the various schools for Rs. 2,500.

The allegations made against the Inspector by the public are varied and very serious. I do not mention them all here, Sir, but I would only appeal to the Government to look into the whole matter. It is the prime duty of the Government for the sake of purity of administration to enquire into the complaints persistently made against high officers occupying responsible positions and to do what is proper under the circumstances.

To bring my speech into conformity with the motion before the House, I must say that in spite of these allegations raised by the public and brought to the notice of the Director of Public Instruction, what he was all the while doing in the matter is kept in the dark and we are not in a position to know it. When such complaints are made against an officer occupying a responsible post, it is the duty of the Director at least to satisfy his conscience to look into the matter and to convince the public that the matter is at a particular stage. The curiosity of the public ought to be satisfied when there is a loud clamour that there is a sort of injustic committed in a particular department.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): Can it not be that the Director has not made any enquiry because there is no evidence?

MR. K. P. NILAKANTA PILLAI (*Chirayinkil*): It is for the Director to say whether he enquired into the matter or whether there was no evidence for him to go upon. I am now ready to answer any question that may be put to me.

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MR. K. SIVARAMA PANIKKAR (*Shertallai*): May I know from the member whether the charges made against the Inspector of Vernacular Schools are based upon facts or upon hearsay?

MR. K. P. NILAKANTA PILLAI (*Chirayinkil*): My speech is based upon the facts which came to my notice one way or the other.

MR. K. SIVARAMA PANIKKAR (*Shertallai*): Did he not say in the course of his speech that he had no figures to substantiate the statement made by him?

MR. K. P. NILAKANTA PILLAI (*Chirayinkil*): I only said I am not in possession of all the facts. What facts I have got are with me now and I shall give them to the member to go through if he chooses.

MR. S. PIRAVIPERUMAL PILLAI (*Commerce and Industry, South*): May I know from the member whether he brought these facts to the notice of the Director at any time?

MR. K. P. NILAKANTA PILLAI (*Chirayinkil*): This is the first opportunity of bringing them to his notice and I am making use of this opportunity to bring them not only to the attention of the Director but also to the attention of the Government as well as the public.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*) Does the member think that the Director has been indifferent in this matter?

MR. K. P. NILAKANTA PILLAI (*Chirayinkil*): Certainly, he must have been.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): Does the member allege that the Director was really indifferent in the matter?

MR. K. P. NILAKANTA PILLAI (*Chirayinkil*): The Administration Report for the year 1101 does not contain any information about the complaints made against the Chief Inspector. If the Director had been enquiring into the matter he ought to have said something in the Report about the nature of the complaints.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): My question is whether the member alleges that the Director has been indifferent in the matter.

MR. K. P. NILAKANTA PILLAI (*Chirayinkil*): If the Director was not indifferent, let him come forward and with an open heart tell us what he has been doing in the matter.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): I wish to know if there is no definite allegation which has been made by the member whether his speech was relevant at all.

MR. K. P. NILAKANTA PILLAI (*Chirayinkil*): Definite allegations are in the speech that several acting teachers have been disbanded and that new hands have been put in while the previously acting hands were not entertained. All these points are definite and they are not vague.

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MR. K. SIVARAMA PANIKKAR (*Shertallai*): May I know whether the member is aware that encomiums were poured on this Inspector in the last session?

MR. K. P. NILAKANTA PILLAI (*Chirayinkil*): I know how to discount and value those encomiums.

MR. S. PIRAVIPERUMAL PILLAI (*Commerce and Industry, South*): Sir, before making this allegation here, may I know whether the member attempted to verify the truth by consulting the Director about it?

MR. K. P. NILAKANTA PILLAI (*Chirayinkil*): It is not my habit to have any private consultations with the officers. I have nothing to do with them outside this House, except in my professional capacity.

MR. K. K. THOMAS (*Kottayam*): May I know whether discussion is permitted on matters which are irrelevant to the motion before the House?

MR. K. P. NILAKANTA PILLAI (*Chirayinkil*): Sir, it has been admitted by the President and the member is calling it irrelevant. That is unparliamentary and he must withdraw that statement.

MR. K. K. THOMAS (*Kottayam*): I wish to have a ruling from the Chair.

MR. K. P. NILAKANTA PILLAI (*Chirayinkil*): No ruling is necessary and I have to state that it is casting reflections upon another member of the House to say that what I said was irrelevant.

PRESIDENT: Mr. Thomas, you must show that it is not relevant before you can call it irrelevant.

MR. TARIATU KUNJITOMMAN (*Muvattupuzha* cum *Todupuzha*): വിദ്യാഭ്യാസ വകുപ്പിലെ ഭരണ നയത്തെപ്പറ്റി വിമർശിക്കുന്നതിനുദ്ദിഷ്ടമായ ഈ ഉപക്ഷേപത്തിൽ എനിക്കും രണ്ടു വാക്കു പറയാനുണ്ട്. രാജ്യത്തിലുള്ള എല്ലാഭാഗങ്ങളിലും എല്ലാവർക്കാക്കും വിദ്യാഭ്യാസ സൌകര്യം ലഭിക്കുന്നതിനു പര്യാപ്തമായിട്ടു വിദ്യാഭ്യാസ ഡിപ്പാർട്ടുമെന്റോ അതിന്റെ മേലദ്ധ്യക്ഷനോ പ്രവർത്തിക്കുന്നില്ല. കഴിയുന്നതും യോഗ്യരായ സ്ഥരണം എല്ലാവർഗ്ഗങ്ങളിൽ നിന്നും വിദ്യാഭ്യാസ ഡിപ്പാർട്ടുമെന്റിൽ ആളുകളെ നിയമിക്കണം. ഇതിനു വ്യത്യസ്തമായിട്ടാണ് ഈ വകുപ്പു നയിക്കപ്പെടുന്നതു്. എന്റെ ബഡ്ജറ്റു പൊതു വിമർശനത്തിൽ പ്രസ്താവിച്ചതുപോലെ രാജ്യത്തിന്റെ വടക്കു കിഴക്കേ അറ്റത്തു വിദ്യാലയങ്ങൾ വളരെ കുറവായിരിക്കുന്നു. ഈ സംഗതി അനേകം പ്രജാസഭായോഗങ്ങളിലും നിയമസഭായോഗങ്ങളിലും തുടച്ചയായിട്ടു വാദിച്ചുവരുന്ന ഒന്നാണ്. അതുപോലെതന്നെ ഈ വകുപ്പിലെ ഉദ്യോഗസ്ഥന്മാരും എപ്പോഴും ചിലവർഗ്ഗങ്ങളിൽനിന്നു തന്നെയാണു നിയമിച്ചുകൊണ്ടിരിക്കുന്നതു്. ജനസംഖ്യയിൽധാരാളമുള്ള ഈഴവർ, മഹമ്മദീയർ, കത്തോലിക്കർ ഇവരിൽ നിന്നും ഇംഗ്ലീഷു വകുപ്പിൽ ഉദ്യോഗസ്ഥന്മാരായി ആളുകളെനിയമിക്കുന്നില്ല.

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[Mr. Tariatu Kunjitomman.]

മലയാളം വകുപ്പിലേസ്ഥിതിയും ഇതുതന്നെ. ഈ ഡിപ്പാർട്ടുമെൻറും റവന്യൂവകുപ്പുപോലെ മറുള്ളവരെ പ്രവേശിപ്പിക്കാതെ സ്വന്തക്കായി സംരക്ഷിച്ചുകൊണ്ടിരിക്കുന്നു. "ഓരോഡിപ്പാർട്ടുമെൻറിലും പ്രാതിനിധ്യം കുറഞ്ഞവർക്കാരെ അതാതു ഡിപ്പാർട്ടുമെൻറിൽ നിയമിക്കണം, അവരുടെ അവകാശത്തെ വിസ്മരിക്കരുതു" എന്നെല്ലാം ഗവർണ്മെൻറിൽ നിന്നും പണ്ടേ ഉത്തരവു കൊടുത്തിട്ടുണ്ടെന്നു എനിക്കറിയാം. എന്നാൽ മിക്കവാറും നിയമനാധികാരമുള്ള ഉദ്യോഗസ്ഥന്മാർ ഈ ഉത്തരവിനെ വിസ്മരിച്ചു തങ്ങളുടെ വർഗ്ഗത്തിൽപെട്ടവരേയും പ്രത്യേകം അവരുടെ ചാർച്ചവേഴ്ചക്കാരേയും നിയമിക്കുന്നനയമാണു തുടർന്നുകൊണ്ടിരിക്കുന്നതു്. ഗവർണ്മെൻറിൻെറ ആജ്ഞയെ അനുസരിച്ചു വിവിധവർഗ്ഗങ്ങളുടെ അവകാശത്തെ കാണിച്ചും പ്രവർത്തിക്കുന്ന ഉദ്യോഗസ്ഥന്മാരെ പ്രോത്സാഹിപ്പിക്കയും ജനാവകാശത്തേയും ഗവർണ്മെൻറുത്തരവിനെ ലംഘിച്ചു പ്രവർത്തിക്കുന്ന ഉദ്യോഗസ്ഥന്മാരെ ശിക്ഷിക്കയും ചെയ്യണം. ഈ വിഷയത്തെപ്പറ്റി എത്രമാത്രം പറഞ്ഞാലും പ്രയോജനമില്ലാതെയാണു് ഇപ്പോഠം ഇരിക്കുന്നതു്.

MR. M. SUBRAHMANYA PILLAI (*Agastiswaram*): ഇപ്പോഴത്തെ ഡയറക്ടർ അദ്ദേഹത്തിൻെറ വർഗ്ഗത്തിൽപ്പെട്ടവരെ നിയമിക്കുന്നു എന്നാണോ പറയുന്നതു്?

MR. TARIATU KUNJITOMMAN (*Muvattupuzha cum Todupuzha*): ഡയറക്ടരെ പറ്റി പറയുകയല്ല. കീഴിലുള്ള ഉദ്യോഗസ്ഥന്മാരെ പറ്റി പറയുകയാണു്. ചെയ്യേണ്ടവർ ശരിയായിട്ടു ചെയ്യുകയും ചെയ്തിക്കേണ്ടവർ ചെയ്യിക്കയും വേണം. ഈവിഷയത്തിൽ ഡയറക്ടരും വീഴ്ചക്കാരനാണു്.

വിദ്യാലയങ്ങളം ഇല്ലാത്ത പ്രദേശങ്ങളിൽ വിദ്യാലയങ്ങളം സ്ഥാപിക്കുന്നതിനു ഡിപ്പാർട്ടുമെൻറു പ്രത്യേകം ശ്രദ്ധിക്കണം. ഈ ഡിപ്പാർട്ടുമെൻറിന്നു വേണ്ടപോലെ പ്രവേശനം സിദ്ധിച്ചിട്ടില്ലാത്ത വർഗ്ഗങ്ങളിൽ ഉള്ള ആളുകളെ അദ്ധ്യാപകന്മാരായും ഇൻസ്പെക്ടർമാരായും നിയമിക്കണം. അതിലേക്കു ഡയറക്ടരേയും നിയമനാധികാരമുള്ള ഉദ്യോഗസ്ഥന്മാരേയും ഗവർണ്മെൻറു പ്രത്യേകമായി ഓർമ്മപ്പെടുത്തണം. വകവെക്കാതെ പ്രവർത്തിക്കുന്നവരെ ശിക്ഷിക്കണം. ഇതാണു് എനിക്കു ഈ അവസരത്തിൽ പ്രസ്താപിക്കാനുള്ളതു്.

MR. J. STEPHENSON (*Director of Public Instruction*): Sir, with reference to this motion of Mr. Joseph, I shall first deal with the points dealt with by the mover. (Mr. Kumara Pillai: Louder, please.) I must say at the outset that I had some difficulty in understanding what exactly the proposals were.

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MR. K. I. JOSEPH (*Minachil* cum *Devicolam*) : If the Director had asked me then, I would have explained.

MR. J. STEPHENSON (*Director of Public Instruction*) : Well, I did not. First of all, there was the suggestion that Direction could be better done by a Board than by a Director. When the proposal began to materialise, it was seen that the Board was to have on it non-official members, the Director of Agriculture and the Director of Industries. What was to happen when the Director of Agriculture and the Director of Industries doing their own work, I do not know. It was not made clear. There must be some continuous agency, whether it is a Director or a Board. It must be continually at work. If a Board, it cannot have on it persons attending to the work of the Education Department for a week, a fortnight or even a month and then leaving this work to attend to other affairs.

That would be the case if the proposal were accepted. Then I think the mover himself was inclined to drop that proposal. He next suggested that, at the beginning at any rate, a Committee should be appointed. Well, the President has already announced that matters connected with Direction will receive the consideration of the Government and I am sure that this proposal for the appointment of a Committee which I suppose is a Committee of enquiry will also receive the consideration of Government.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*) : Within what time will the committee be appointed ?

MR. J. STEPHENSON (*Director of Public Instruction*) : There has hardly been time to come to any conclusion in this matter. I hear this proposal now for the first time.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*) : Is not the Director aware of such a proposal and even a promise made some two years back ?

MR. J. STEPHENSON (*Director of Public Instruction*) : I think there was a promise made, but it was in regard to a committee of Headmasters. I take it that the committee now proposed is not one of that sort.

With regard to what Mr. K. P. Nilakanta Pillai said, that I have been lax in regard to a certain branch of the department where certain things have been going on and that I have not been able to stop them, I can inform Mr. Nilakanta Pillai that the matters to which he referred were brought to the notice of the Government and to me and that an enquiry has been made in the matter. The matter is now under consideration and I have no further remarks to offer in regard to it.

MR. K. P. NILAKANTA PILLAI (*Chirayinkil*) : May I know from the Director of Public Instruction whether the various facts referred to in my speech are more or less correct ?

MR. J. STEPHENSON (*Director of Public Instruction*) : That I cannot say. Mr. Nilakanta Pillai's speech dealt with four things, one of which related to appointments. Those appointments have been enquired into and, as I said, the matter is under consideration. The other

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[Mr. J. Stephenson.]

matters referred to by Mr. Nilakanta Pillai are those relating to text-books, grants to schools and maps. In regard to these, there has been no enquiry.

MR. K. P. NILAKANTA PILLAI (*Chirayinkil*): Will the Director be pleased to enquire into these allegations in the light of the facts mentioned in my speech?

MR. J. STEPHENSON (*Director of Public Instruction*): Not in the light of what has been said, but if Mr. Nilakanta Pillai will give me information with definite particulars regarding the allegations which he made, then I shall make the necessary enquiries.

MR. K. P. NILAKANTA PILLAI (*Chirayinkil*): May I know whether the Chief Inspector has sent a circular that Mr. R. Kulathu Aiyar's book should be preferred?

MR. J. STEPHENSON (*Director of Public Instruction*): First of all, it has got to be proved that what the Inspector did was wrong. I believe that Mr. R. Kulathu Aiyar's book was in Tamil and I do not think that there is any alternative book in the same language.

MR. K. P. NILAKANTA PILLAI (*Chirayinkil*): I am referring to Mr. R. Kulathu Aiyar's book on History. There is also an alternative book which has been suggested.

MR. J. STEPHENSON (*Director of Public Instruction*): First of all, we have to find whether there is anything wrong in the proceeding of the Inspector. If what he has done is perfectly right, no enquiry is necessary. I will make a note of what Mr. Nilakanta Pillai says now and if *prima facie* there is a case for enquiry, the enquiry will be made.

MR. K. P. NILAKANTA PILLAI (*Chirayinkil*): May I know from the Director whether the enquiry made by him has materialised in anything substantial? I want to know whether the enquiry made on these allegations or any other allegations which might have come to the knowledge of the Director has materialised in anything substantial.

MR. J. STEPHENSON (*Director of Public Instruction*): I am now speaking on behalf of the Government. If Mr. Nilakanta Pillai is asking me questions as the Director of Public Instruction, I am sorry I cannot answer him.

MR. K. P. NILAKANTA PILLAI (*Chirayinkil*): May I know whether the result of the enquiry is of a confidential nature?

MR. J. STEPHENSON (*Director of Public Instruction*): It is confidential in the sense that information regarding reports should not be communicated to the members of this House until orders are passed on them. That is the main reason.

MR. K. P. NILAKANTA PILLAI (*Chirayinkil*): Am I to understand that some more time will be taken to consider properly all these things and to come to a conclusion?

MR. J. STEPHENSON (*Director of Public Instruction*): Some time may be taken. I may say that the enquiry is complete.

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MR. KALLUR NARAYANA PILLAI (*Pattanamtitta*): സർ, മിസ്റ്റർ ജോസഫിന്റെ ഉപക്ഷേപത്തെ അനുകൂലിച്ചുകൊണ്ടു വിദ്യാഭ്യാസഡിപ്പാർട്ടുമെൻറിലെ ഇപ്പോഴത്തെ ഭരണനയത്തെക്കുറിച്ചു് അല്പം പ്രസ്താവിക്കാമെന്നു വിചാരിക്കുന്നു.

ഉയന്തരം വിദ്യാഭ്യാസത്തിന്നായിട്ടു തിരുവിതാംക്കൂർ ഗവർമ്മെൻറു ധാരാളം പണം വ്യയംചെയ്യുന്നുണ്ടു്. ഫ്രാൻസിസ്-ൽ കാളേജിനെ ആർട്ട്സ് കാളേജായിട്ടും സയൻസുകാളേജായിട്ടും വേർതിരിച്ചു. ഈ രണ്ടുകാളേജും തിരുവിതാംക്കൂറിലെ പ്രജാവലിയുടെ ഉപയോഗത്തിനായി ഏർപ്പെടുത്തീട്ടുള്ളതാണു്. ഇപ്പോഴത്തെ ഡയറക്ടർ ആർട്ടസ്കാളേജിനോടും, സയൻസ്കാളേജിനോടും ഭിന്നമായ നിലയിൽ (preferential treatment) ആണു പെരുമാറിവരുന്നതെന്നു പ്രസ്താവിക്കാതിരിക്കാൻ നിവൃത്തിയില്ല. ഈ രണ്ടു കാളേജും തിരുവിതാംക്കൂറിലെ വിദ്യാർത്ഥികളുടെ ഉപയോഗത്തിന്നായിട്ടു സ്ഥാപിച്ചതായതുകൊണ്ടു രണ്ടു കാളേജിനോടും സമഭാവനയായിട്ടു പെരുമാറണമെന്നു ഡയറക്ടർ വിചാരിക്കുന്നില്ല. നേറീവ്ലാങ്ങ്വേജസ്സ് ക്ലാസ്സിനു ക്ലൂതൽ അക്കാമഡേഷൻ ആർട്സ്കാളേജിലേക്കു വേണമെന്നു് ആവശ്യപ്പെട്ടപ്പോൾ രണ്ടു കൊല്ലത്തിനുള്ളിൽ അതുകൊടുത്തു. അതിൽ പിന്നീടു ഫിലാസഫി സെക്ഷൻ ആർട്സ് കാളേജിൽ സ്ഥാപിച്ചപ്പോഴും ക്ലൂതൽ അക്കാമഡേഷൻ വേണമെന്നു യൂനിവേർസിറ്റിക്കാർതന്നെ അഭിപ്രായപ്പെട്ടു. എന്നിട്ടും യാതൊരു സൌകര്യവും ചെയ്തുകൊടുത്തിട്ടില്ല. എന്നാൽ ഇതിലേക്കുവേണ്ട സൌകര്യം ഉണ്ടാക്കിക്കൊടുക്കുന്നതിനു പകരം അങ്ങനെചെയ്യാതെ വിമൻസ് കാളേജിനെ ഒന്നാം ഗ്രേഡാക്കി ഉയർത്തുന്നതിനു മൻ, വൻ ഠ-രൂപാ അടുത്ത കൊല്ലത്തേ ബഡ്ജറ്റ് എസ്റ്റിമേറ്റിൽ ചേർത്തിരിക്കുന്നു. പുതുതായിട്ടു് ഒന്നു ഉണ്ടാക്കാൻ നോക്കിയതല്ലാതെ നടപ്പിൽ ഇരിക്കുന്നതിനെ അഭിവൃദ്ധിപ്പെടുത്താൻ ഡയറക്ടർ വിചാരിച്ചില്ല. ഇപ്രകാരം ആർട്ട്സ്കാളേജിനെ സംബന്ധിച്ചിടത്തോളം ഒരു വ്യത്യസ്ഥതയാണു ഡയറക്ടക്കുള്ളതു്.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): ഡയറക്ടരുടെ വ്യത്യാസമായ പെരുമാറ്റം കൊണ്ടു് ഏതു കാളേജിനാണു് ഗുണം?

MR. KALLUR NARAYANA PILLAI (*Pattanamtitta*): സയൻസ്കാളേജിനാണു ഗുണം.

നാട്ടുഭാഷകൾക്കു ക്ലാസ്സ് ആർട്ടസ്കാളേജിൽ തുറന്നപ്പോൾ അതിലേക്കു ക്ലൂതൽ പ്രൊഫസറെ നിയമിച്ചില്ല. നേരെമറിച്ചു സയൻസ് കാളേജിലേക്കുക്ലൂതൽ പ്രൊഫസർമാർവേണമെന്നു് ആവശ്യപ്പെടുന്നുണ്ടു്.

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[Mr. Kallur Narayana Pi'lai.]

ഈ വ്യത്യസ്ഥനയത്തിനു കാരണം നമ്മുടെ ഇപ്പോഴത്തെ ഡയറക്ടർ സയൻസിൽ വിദഗ്ധനായ ആളായതുതന്നെയാണു. അതുകൊണ്ട് അദ്ദേഹത്തിനു സയൻസുകാളേജിനോടു വലിയ താല്പര്യം ഉണ്ട്. അതിൽ അദ്ദേഹത്തെ കുറപ്പെടുത്താനില്ല. ആർടസ്കാളേജിൽ മലയാളം ആപ്ഷണൽ ഇപ്പോൾ വേണ്ടെന്നു വച്ചു എന്നാണു കേൾക്കുന്നതു്.

ഇനിയും ഒന്നുകൂടി ചൂണ്ടിക്കാണിക്കാനുണ്ട്. ഇംഗ്ലീഷ് സ്കൂൾലീവിംഗ് എക്സാമിനേഷൻബോർഡിൽ ആർട്ടസ്കാളേജിൽനിന്നും ആരെയും എടുത്തിട്ടില്ല. ആ മെമ്പറന്മാരെല്ലാം സയൻസ്കാളേജിലുള്ളവരാണു്. തന്നിമിത്തം ഹിസ്റ്ററി എടുത്ത വിദ്യാർത്ഥികളെല്ലാം അധികം പാസ്സാകുന്നില്ല. ഈ ബോർഡിൽ ആർട്ടസ്കാളേജിൽ ലാവണമുള്ള പ്രഫസറന്മാരും ഉണ്ടെല്ലോ എന്നു പറയുമായിരിക്കാം. എന്നാൽ അവരുടെ ലാവണം ആർട്ടസ്കാളേജിലാണെങ്കിലും സർവീസു വേറെ ഒരു സ്ഥലത്തായതുകൊണ്ടു പറയത്തക്ക പ്രയോജനമൊന്നുമില്ല. ഇപ്രകാരം ഹിസ്റ്ററി വിദ്യാർത്ഥികളുടെ തോൽവിക്കു കാരണം ആർട്ടസ്കാളജിൽ കൂടുതൽ കൂടുതൽ വിദ്യാർത്ഥികൾ വരുന്നതിനെ തടയണമെന്നു് ഉദ്ദേശമല്ലേ എന്നു ചിലർ സംശയിക്കുന്നുണ്ടു്. അതുകൊണ്ടു മേലാൽ അങ്ങിനെയുള്ള സംശയത്തിനിടവരുത്താതിരിക്കണം.

നമ്മുടെ ഡയറക്ടർ സെനറ്റിൽ ഒരു മെംബറാണു്. മൂന്നുകൊല്ലത്തിനിടയ്ക്കു് അദ്ദേഹം ഇതുവരെ അവിടെ അറ്റൻഡുചെയ്തിട്ടില്ല. അദ്ദേഹം ശരിയായി അറ്റൻഡുചെയ്തിരുന്നുവെങ്കിൽ ഇതു കാലതാമസത്തിനിടവരാതേയും മിസ്റ്റർ സത്യമൂർത്തിതുടങ്ങിയുള്ളവരുടെ സഹായം അപേക്ഷിക്കാതേയും ഇവിടത്തെ വിമൻസ്കാളേജിനെ ഒന്നാംഗ്രേഡ് ആക്കാൻ സാധിക്കുമായിരുന്നു. അതുകൊണ്ടു് ഈ വിഷയത്തിൽ ഗവർമെന്റിന്റെ പ്രത്യേകശ്രദ്ധ ഉണ്ടായിരിക്കണമെന്നുള്ള അഭിപ്രായത്തോടുകൂടി ഞാൻ ഈ ഉപക്ഷേപത്തെ പിൻതാങ്ങുന്നു.

MR. M. SIVATANU PILLAI (*Tovala*): Sir, in this connection, I must also speak a few words. At first, I was not inclined in any way to take part in the debate; but in the course of the discussion, my attention was drawn to the allegations made by Mr. K. P. Nilakanta Pillai regarding a subordinate of the Director of Public Instruction. The first allegation made by Mr. K. P. Nilakanta Pillai against the Inspector of Vernacular Schools is in the matter of appointments. As far as my constituency is concerned, one instance comes to my mind; that is, for

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a long time the needs of the Tamilians of South Travancore were not given attention to. For the Tamilians of South Travancore, instruction in Tamil was not given due attention to as was desired and as was clamoured for by the people. During the time of the ex-Chief Inspector of Schools—I believe I was also a student then—and I am standing before you as a truncated product of the Education at that time obtaining in my own place. I was put in a Malayalam school though I am a born Tamilian, there being no Tamil school. Now, as a result of the educational system, with no Tamil school near by, I am now standing as a product of that big institution. I know neither Tamil nor Malayalam, much less English. Latterly, when the present Inspector was put in charge of the Vernacular section, I took upon myself the responsibility of discussing in detail some points with great vehemence and I made him to understand my points. That is to say, I urged on him that it was highly imperative that in Tamil schools Tamil must be taught only by Tamil knowing teachers who have got proficiency certificates in Tamil. The present Inspector readily accepted the principle and he wanted me to wait for some time and judge by the results. Afterwards, I saw students who had passed classes VII and IX with proficiency certificates were given appointments in Tamil schools. As a result of these appointments, some of the Vernacular school teachers who had no proficiency certificate in Tamil had to go away necessarily giving place to Tamil-knowing men. It is true that these may cause some hardship so far as teachers who had no Tamil qualification are concerned. But in principle it is quite correct.

With regard to certain circulars, I do not know which circular Mr. Nilakanta Pillai is referring to. In respect of the names of the authors of text-books, I have to say that Mr. Nelliyappa Aiyar is a Tamil Brahmin and he is a scholar in Tamil. Mr. Kulathu Aiyar also comes in that category. I know that Mr. Nelliyappa Aiyar has written certain text-books and I do not know which book has been prescribed by the department. But I believe as the Director himself surmised that these books being Tamil books, they could be utilised only by institutions of the Tamil districts.

MR. K. P. NILAKANTA PILLAI (*Chirayinkil*): My reference about Mr. Nelliyappa Aiyar is in connection with a wall map drawn up by him and not with regard to text-books written by him.

MR. M. SIVATANU PILLAI (*Tovala*): Mr. Nelliyappa Aiyar is proficient only in Tamil and not in Malayalam or English.

As regards the other allegations cited by Mr. Nilakanta Pillai, I am not sure how far they are true. I should be failing in my duty if I do not take this opportunity of expressing what the present Inspector has done particularly in regard to the Tamil districts. I can say without any hesitation that the present Inspector has given much encouragement to the Tamil branch of the Vernacular schools department.

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MR. M. SUBRAHMANYA PILLAI (*Agastisvaram*): Sir, Mr. K. I. Joseph while introducing his motion clearly stated that he was introducing it with a view to discuss the policy that has to be adopted in regard to education in Travancore by this House. He also stated that he wanted to discuss certain reforms that he would like to have introduced in the administrative side of the department. Mr. K. P. Nilakanta Pillai somehow or other introduced another side of the question. In the course of his speech, he pointed out certain irregularities committed by the present Inspector of Vernacular Schools. I am afraid that it has to some extent originated certain amount of discussion as to the correctness of the accusations mentioned by him. Unfortunately, the facts in detail have not been supplied to us and we are not in a position to see how far these allegations are correct. At the same time, so long as certain allegations are brought before the House, I think I will be wanting on my part to bring before this House my impressions regarding the working of the department by that particular Inspector.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): How is the member's impression of the working of the department relevant, Sir? He himself says that no facts are placed before the House.

MR. M. SUBRAHMANYA PILLAI (*Agastisvaram*): No facts have been placed before the house. How does that affect?

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): Such being the case, why should the member reproduce his impression?

PRESIDENT: I suppose facts will certainly leave an impression on his mind. (*Laughter.*)

MR. M. SUBRAHMANYA PILLAI (*Agastisvaram*): In my budget speech in 1100, Sir, I clearly stated that there was a longstanding complaint from the Tamil taluks and that was that even though Vernacular schools in these taluks have been converted into Tamil schools, still, those schools are being manned by persons who are qualified only in Malayalam. This complaint was being brought forward to the attention of the Government for a very long time and we had no relief given us till very recently. Now, Sir, I am glad to state that a considerable amount of relief has been given to Tamil schools by the present Inspector. Several hands who are qualified only in Malayalam were transferred to other districts and duly qualified Tamil hands were put in their places in the Tamil districts. This is a piece of natural justice done to the Tamilians in Tamil districts. If this act of the Inspector of Schools has in any way contributed towards the framing of the allegations urged by Mr. Nilakanta Pillai, they could not be regarded as true. The Inspector of Vernacular Schools has done only justice to the people of the Tamil districts for which he deserves to be congratulated.

MR. K. P. NILAKANTA PILLAI (*Chirayinkil*): May I know whether the member is thankful to the Inspector for posting Tamil teachers or for having overlooked the claims of many other Tamil teachers who had acting service?

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MR. M. SUBRAHMANYA PILLAI (*Agastisvaram*): I have nothing to say against the Inspector so far as the appointments of Tamil teachers are concerned and for what little he has done, he deserves thanks.

MR. K. P. NILAKANTA PILLAI (*Chirayinkil*): So, you are supporting an injustice?

MR. M. SUBRAHMANYA PILLAI (*Agastisvaram*): No. As regards the other allegations, I have nothing to say as I have no information. But I would say this much, that the people of the Tamil districts are very thankful to him for the good the Inspector of Vernacular Schools has done for the Tamil districts in South Travancore.

MR. KURANDIPALLIL R. RAMAN PILLAI (*Quilon*): വിദ്യാഭ്യാസഡിപ്പാർട്ടുമെൻറിന്റെ ഭരണനയത്തെപ്പറ്റി പറയുന്നതോടുകൂടി ഇംഗ്ലീഷ് സ്കൂളുകളിൽ ഫീസ് പിരിക്കുന്ന നയത്തെപ്പറ്റി എനിക്കു ചിലതു പ്രസ്താവിക്കാനുണ്ട്. ഇപ്പോൾ ഇംഗ്ലീഷ് പള്ളിക്കൂടങ്ങളിൽ ഫീസ് പിരിക്കുന്നതു ഫ വ മാസത്തെ ഫീസു എട്ടുതവണയായിട്ടാണ്. ഓരോതവണയും ഫ ഠ -ന- തോറും ഫീസ് കൊടുക്കാത്തപക്ഷം പിന്നീടു വ ഠ -ന- മാത്രമെ ഫീസ് മേടിക്കയൊള്ളൂ. വ ഠ -ന- ഫീസു കൊടുക്കുമ്പോൾ ര് ചക്രവും ന ഠ -ന-ക്കകം കൊടുക്കുകയാണെങ്കിൽ ഫ വ ചക്രവും ഫയിൻ കൊടുക്കണം. ഏന്നു മാത്രമല്ല ഫീസ് കൊടുക്കാത്തവരെ ക്ലാസിൽ ഇരുത്തുകയുമില്ല. ന ഠ -ാന-ക്കകം ഫീസ് കൊടുക്കാത്തവരെ രജിസ്റ്ററിൽനിന്നും നീക്കംചെയ്യുകയും ചെയ്യും. ഭ്രനികുതികൊടുക്കുന്ന ചട്ടത്തേക്കാൾ കശ്മലമായ ഒരു ചട്ടമാണ് ഇതു് എന്നു വ്യസനസമേതം പറയാതിരിക്കാൻ നിവൃത്തിയില്ല. ഈ ഫീസു പിരിച്ചു ഖജനാവിൽ ഒടുക്കണമെന്നമാത്രമേയൊള്ളൂ. അതിനാൽ ആ സംഗതി ഗവർമ്മെൻറിന്റേയും, വിദ്യാഭ്യാസഡയറക്ടരുടേയും, ഈ സഭയുടേയും ശ്രദ്ധയിൽ വിഷയീഭവിപ്പിച്ചുകൊള്ളുന്നു.

സാധുക്കളായ കുട്ടികൾക്കു് ഇപ്രകാരമുള്ള സമ്പ്രദായം വളരെ ബുദ്ധിമുട്ടിനും കഷ്ടപ്പാടിനും ഇടയാക്കുന്നു. ഈ ഫയിൻ ഇത്രയധികം വച്ചിരിക്കുന്നതു വളരെ അക്രമമാണ്. അഥവാ ഫയിൻ വേണമെങ്കിൽ തന്നെയും ഒരു ചെറിയസംഖ്യ മാത്രമേ ഈടാക്കാവൂ. അതായതുമാസം ഫ ഭ -ന- കഴിഞ്ഞാൽ ഒരുചക്രം ഫയിനും വ ഭ -ന- കഴിഞ്ഞാൽ രണ്ടു ചക്രം ഫയിനും ആക്കണം.

MR. C. P. TARAKAN (*Kunnatnad*): ഈ വാദപ്രതിവാദത്തിൽ ഈ മോഷനെ സംബന്ധിച്ചു പങ്കു് എടുക്കണമെന്നു ഞാൻ വിചാരിച്ചിരുന്നില്ല. എങ്കിലും എന്റെ സ്നേഹിതൻ മിസ്റ്റർ നിലകണ്ഠപിള്ളയുടെ അഭിപ്രായത്തെക്കുറിച്ചു് എനിക്കും രണ്ടുവാക്കു പറയാതെയിരിക്കാൻ നിവ

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[Mr. C. P. Tarakan.]

ത്തിയില്ല. മലയാളവിദ്യാഭ്യാസഡിപ്പാർട്ട്മെൻറു സംസ്ഥാനത്തിൻെറ നാനാഭാഗങ്ങളിലും ഉള്ള അനേകായിരം അദ്ധ്യാപകന്മാരുമായിട്ടു ഇടപെടേണ്ട ഒരു ഡിപ്പാർട്ട്മെൻറാണു്. ഇതിൻെറ മേധാവികളായി പല ആളുകളും ഇതിനുമുമ്പു ഇരുന്നിട്ടുണ്ടു്. മിസ്റ്റർ ചെറിയാൻ ഇതിൻെറ മേലധ്യക്ഷനായതിൽപിന്നെ അതിലുള്ള കുഴപ്പങ്ങളെ ശരിപ്പെടുത്തുന്നതിൽ ധൈര്യമായി പ്രവർത്തിച്ചതിൻെറ ഫലമായി ഇപ്പോൾ പല ആളുകളും കരച്ചിലും പല്ലുകടിക്കലുമായി നടക്കുകയാണു്. തന്നിമിത്തം ഒന്നോരണ്ടോ വർത്തമാനപ്പത്രങ്ങളിൽ അദ്ദേഹത്തെപ്പറ്റി ആക്ഷേപസൂചകങ്ങളായ പല പ്രസ്താവനകളും ഈ അടുത്തകാലത്തു് ഉണ്ടായിട്ടുണ്ടു്. അതിനെക്കുറിച്ചു കായ്ഗൌരവമുള്ള പത്രങ്ങൾ പ്രസ്താവിച്ച അഭിപ്രായം എന്താണെന്നു് ഈ സഭയിലെ സാമാജികന്മാരിൽ അനേകം പേർക്കും അറിയാവുന്നതാണു്.

MR. K. P. NILAKANTA PILLAI (*Chirayinkil*): അദ്ദേഹത്തിൻെറ പ്രവർത്തികളെപ്പറ്റി പത്രങ്ങളിൽ സ്തുതിച്ചും പറഞ്ഞിരുന്നതായി മെംബർക്കറിയാമൊ?

MR. C. P. TARAKAN (*Kunnatnad*): ധാരാളം ഉണ്ടു്. കാര്യബോധം ഉള്ള പത്രങ്ങൾ അദ്ദേഹത്തിൻെറ പ്രവർത്തികളെ സ്തുതിക്കുകയല്ലാതെ ഒരിക്കലും ദൂഷിച്ചിട്ടില്ല എന്നാണു് എൻെറ അഭിപ്രായം. അദ്ദേഹത്തിൻെറ നടത്തയെ സംബന്ധിച്ചുള്ള അന്വേഷണത്തിൻെറ ഫലമായി ഡയറക്ടർ അവർകൾ ഗവർണ്മെൻറിലേക്കു് ഒരു റിപ്പോർട്ടു് സമർപ്പിച്ചിട്ടുണ്ടു് എന്നും അതു ഗവർണ്മെൻറിൻെറ ആലോചനയിൽ ഇരിക്കുന്നതെയുള്ളു എന്നും ഡയറക്ടർ അവർകൾ പ്രസ്താവിച്ചു. ആ റിപ്പോർട്ടിനെസംബന്ധിച്ചു ഗവർണ്മെൻറു് ആലോചിക്കുന്ന അവസരത്തിൽ കേവലം സംകുചിതബുദ്ധിയോടുകൂടി ആ ഒരു കാര്യത്തിൽമാത്രം മനസ്സിരുത്തി നോക്കാതെ, വിദ്യാഭ്യാസത്തിൻെറ വിസ്താരമായ വശങ്ങളെപ്പറ്റി അന്വേഷിക്കുകയും വിദ്യാഭ്യാസത്തിൻെറ നാനാമുഖങ്ങളായ സകലകാര്യങ്ങളും പ്രവർത്തിക്കാൻ ചുമതലയുള്ള ഒരാളാണു് ഈ സംഗതികൾ പ്രവർത്തിച്ചതെന്നുള്ള ബോധത്തോടുകൂടി ആലോചിക്കുകയും ചെയ്യേണ്ടതു് അത്യാവശ്യമാണു്. അതിനെ സംബന്ധിച്ചു ഗവർണ്മെൻറിൻെറ ഓർമ്മയിൽ ഇരിക്കേണ്ട ചില തത്വങ്ങളെ ഞാൻ ധരിപ്പിച്ചുകൊള്ളുന്നു.

ഒന്നാമതായിട്ടുള്ളതു് ഓരോ രാജ്യത്തിൻെറ പല ഭാഗങ്ങളിലും വിദ്യാഭ്യാസത്തിനു ശരിയായ പ്രചാരം സിദ്ധിച്ചിട്ടില്ലാ എന്നുള്ളതാണു്. അ

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ങ്ങിനേയുള്ള സ്ഥലങ്ങളിൽ കൂടുതൽ സ്കൂളുകൾ സ്ഥാപിക്കുകയും അവിടെ വിദ്യാഭ്യാസത്തെ കൂടുതൽ പ്രചാരപ്പെടുത്തുന്നതിനുള്ള വേണ്ട ഏർപ്പാടുകൾ ചെയ്യുകയും ചെയ്യേണ്ടതു മലയാളവിദ്യാഭ്യാസഡിപ്പാർട്ടുമെൻറു മേലധ്യക്ഷന്റെ ചുമതലയാണു്. അവിടെ പുതുതായിട്ടു സ്കൂളുകൾ കെട്ടിക്കുന്നതിനു ജനങ്ങളുടെ സഹായസഹകരണങ്ങൾ അത്യാവശ്യം വേണ്ടതാണു്. അങ്ങിനെ പുതുതായി കെട്ടിക്കുന്ന സ്കൂളുകളിൽ ആ സ്ഥലത്തുള്ള ഒന്നോ രണ്ടോ അദ്ധ്യാപകർക്കു ആ സ്കൂളിൽ തന്നെ ഉദ്യോഗം കൊടുക്കേണ്ടതായി ചിലപ്പോൾ വന്നേയ്ക്കും. ഇങ്ങിനേയുള്ള സംഗതികൾ ഡിപ്പാർട്ടുമെൻറിന്റെ ശരിയായ നടത്തിപ്പിനു് അത്യാവശ്യമാണു്.

മറെറാരു സംഗതി ഈ നിയമസഭയിലും പ്രജാസഭയിലും വലിയ ഒരു പരാതിയായിട്ടു കിടക്കുന്നതു് മലയാളംസ്ക്കൂൾ അദ്ധ്യാപകന്മാരെ സ്വദേശത്തേക്കു സ്ഥലംമാറുന്നില്ല എന്നുള്ളതാണു്. ഈ പരാതിയുടെ നിവാരണത്തെ അവസാനമായി നീക്കണമെങ്കിൽ അതു് അത്ര എളുപ്പം സാധിക്കാവുന്നതല്ലാ. ദൃഷ്ടാന്തമായി തിരുവല്ലാ താലൂക്കിൽ ഏ. ഠ ൦ അദ്ധ്യാപകന്മാർ ആവശ്യമുണ്ടെങ്കിൽ ചുരുങ്ങിയപക്ഷം മുന്നൂറൊ നാന്നൂറൊ അപേക്ഷകൾ തിരുവല്ലാക്കാരായിട്ടു തന്നെ ഉണ്ടായിരിക്കും. അതുപോലെ വേറെ ചില താലൂക്കുകളിൽ കൂടെ ഉണ്ടു്. അതുകൊണ്ടു് ഈ സഭ കാര്യമായി ഡിപ്പാർട്ടുമെൻറിന്റെ ദൃഷ്ടിയിൽ കൊണ്ടുവന്ന നയം ശരിയായവിധം പ്രവൃത്തിയിൽ വരുത്താൻ ഇൻസ്പെക്ടക്കൊ ഡയറക്ടക്കൊ സാധിക്കാതെ വന്നിട്ടുണ്ടു്.

തിരുവല്ലാ സ്വദേശികളായ അദ്ധ്യാപകന്മാർ മൂവാറ്റുപുഴ, കുന്നത്തുനാടു, ചങ്ങനാശേരി, തിരുവനന്തപുരം ഇങ്ങിനെ എല്ലാ താലൂക്കിലും ഉണ്ടു്. തിരുവല്ലാ താലൂക്കിൽ ഒരു ഒഴിവുവന്നാൽ ആ സ്ഥാനത്തേക്കു ദൂരേദിക്കിൽ എവിടേയെങ്കിലുമുള്ള തിരുവല്ലാക്കാരനായ അദ്ധ്യാപകനെ സ്ഥലംമാറിയതിനുശേഷം ഏതു താലൂക്കിൽ പുതുതായി ഒഴിവുവരുന്നൊ ആ താലൂക്കുകാരനായ ഒരാളെ അവിടെ നിയമിക്കേണ്ടതു് ആവശ്യമായി വരും. കുറെനാൾ ഈ നയം ഡിപ്പാർട്ടുമെൻറു മേലധ്യക്ഷൻ സ്ഥിരമായി പാലിച്ചാൽമാത്രമെ ഇതിനു് അവസാനമായ ഒരു തീരുമാനം ഉണ്ടാകയുള്ളൂ. അതിനുവേണ്ടി ചീഫ് ഇൻസ്പെക്ടർ പ്രവൃത്തിച്ചു സംഗതികൾ എല്ലാം ഗവർണ്മെൻറിന്റെ ഓമ്മയിൽ ഇരിക്കണം.

മറെറാരു സംഗതി ഗവർണ്മെൻറിനെ ധരിപ്പിക്കുവാൻ ഉള്ളതു് കഴിഞ്ഞുപോയ ഇൻസ്പെക്ടർ ഇരുന്ന കാലത്തു നടത്തിയ അന്വീതികളെ

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[Mr. C. P. Tarakan.]

യും അക്രമങ്ങളേയും വച്ചു പരിപാലിച്ചുകൊണ്ടുപോകേണ്ട ജോലി ഈ ഇൻസ്പെക്ടക്ക് ഇല്ലാ എന്നുള്ളതാണ്. മുമ്പിലത്തെ ഇൻസ്പെക്ടർ ഏതെങ്കിലും പ്രത്യേക വഴ്ത്തിൽപെട്ട ആളുകളെ അധികം നിയമിക്കുകയും മറ്റു ജാതിക്കാരെ വിസ്മരിച്ചു പ്രവൃത്തിക്കുകയും ചെയ്തിട്ടുണ്ടെങ്കിൽ അതിനു പരിഹാരം ഉണ്ടാക്കേണ്ട ചുമതല ഇപ്പോഴത്തെ ഇൻസ്പെക്ടക്ക് ഉണ്ട്. എന്റെ സ്നേഹിതൻ മിസ്റ്റർ കുഞ്ഞിതൊമ്മൻ പറഞ്ഞതുപോലെ പ്രജകളുടെ എല്ലാ വിഭാഗങ്ങളുടേയും, രാജ്യത്തിന്റെ എല്ലാ ഭാഗങ്ങളിലും ഉള്ള ജനങ്ങളുടേയും, ആവശ്യങ്ങളെ കണ്ടറിഞ്ഞു് അതിനു നിവാരണം വരുത്തേണ്ട ചുമതലയും അധികാരവും ഉള്ള ഒരുദ്യോഗസ്ഥനാണു വർണ്ണാക്യുലർസ്ക്രൂഠം ഡിപ്പാർട്ടുമെൻറു ഇൻസ്പെക്ടർ എന്നും ആ അധികാരം ഉപയോഗിച്ചു രാജ്യത്തിലെ എല്ലാ ഭാഗങ്ങളിലുമുള്ളവക്കും എല്ലാ ജാതിക്കാക്കും സമാവകാശം കിട്ടത്തക്കവിധത്തിൽ അദ്ദേഹം നിയമനം നടത്തീട്ടുണ്ടെങ്കിൽ അതിനു അദ്ദേഹത്തെ അനുമോദിക്കേണ്ടതാണെന്നും ഞാൻ ഗവർണ്മെൻറിനെ ധരിപ്പിച്ചുകൊള്ളുന്നു. ഇങ്ങിനെ വിദ്യാഭ്യാസത്തിന്റെ ശ്രേയോഭിവൃദ്ധിക്ക് ആവശ്യമുള്ള നാനാമുഖങ്ങളായ തത്വങ്ങളെ പുരസ്കരിച്ചു ഡിപ്പാർട്ടുമെൻറധ്യക്ഷൻ പ്രവർത്തിച്ചു എല്ലാ സംഗതികളെയും ഗവർണ്മെൻറു കേവലം സംകുചിതബുദ്ധിയിൽ മാത്രംനോക്കാതെ വിസ്താരമായി ആലോചിച്ചു അതിനൊരു അവസാനതീർച്ച കല്പിക്കാൻ വന്നതുമായിരിക്കും എന്നുള്ള വിശ്വാസത്തോടുകൂടി ഈപ്രസംഗത്തെ അവസാനിപ്പിച്ചുകൊള്ളുന്നു.

MR. A. K. PILLAI (*Karunagapalli*): Sir, I must confess that the atmosphere is rather smoky and dull. The issues have been clouded. My friend Mr. Joseph moved this cut motion and the pointed issue as raised by him was how to organise the department with a view to make it discharge its functions efficiently. He admitted that without a comprehensive enquiry into this large problem nothing could be stated in a cut and dry manner. I think, that position will be appreciated by the members here. All that has been urged by him was that some modification in the organisation of the department was necessary; and he indicated it in general lines. By way of supplementing my speech in connection with the previous motion, I just want to indicate now what exactly was in my mind in regard to that aspect of the question. The Director today combines in himself three functions, firstly the function as the source of inspiration and direction of all educational policies; secondly, the function as the intermediary, the transmitting functionary, the vehicle between the Government on the one hand and the University on the other, between the various colleges and the Government; and thirdly, the general supervision and administration of the whole department. These three functions are at present

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combined in the Director of Public Instruction. How to devise another scheme in which we can more successfully and more efficiently combine all these three functions? That is my friend's question. He would have it that the present Directorate should be abolished altogether and that in its place an Educational Board should be substituted. He was in a rough manner suggesting certain offices in regard to his proposal. As has been pointed out by Mr. Stephenson, it would be rather anomalous to have the Director of Agriculture and the Director of Industries on the Board and only a Secretary for educational matters. But then, we have got to work on these general indications. As has been suggested this time last year, the transmittory function of the Director, the function as intermediary between the Government and the University and between the various controlling agencies of the department, might very well be left to a Huzur Secretary. I guessed—I am not in the full know of things—I guessed from the outset that such a thing is being done with regard to the Excise Department and the various other departments. I think an officer occupying the role of an Assistant Huzur Secretary is doing this work in the case of some other departments. Some member was suggesting that itwould be derogatory to the Inspector or to the Principal to have his files remarked upon by an officer who is occupying a lower status or perhaps who is drawing a lower salary. There is nothing of the kind. We have only to devise how best we could function the department.

In regard to the residue of the work, we have to find out whether the Huzur Secretary would do or whether we should have some other agency. I think the general lines are here before the House; and when a proper committee is appointed to enquire into the matter in a comprehensive manner, then these details might be worked out. Anyway, it is necessary to find out a better scheme under which we could assure ourselves that the department would be working satisfactorily.

Below, in the motion sheet, I have suggested a scheme so far as the administrative side of the department is concerned. I am not quite sure whether that motion of mine would be coming up. So I would just indicate my plan now. That is

> 'The Lower Secondary Schools and the Elementary Schools to be amalgamated and all to be called Elementary Schools, where the Vernacular should be made the medium of instruction and these schools to be placed under the Inspector of Schools; so that there will be only one Inspector of Schools.'

PRESIDENT: Your time is up.

MR. A. K. PILLAI (*Karunagapalli*): Only one minute more, Sir. The Higher Grade Secondary Schools should be immediatlely under the Director.

PRESIDENT: Your time is up.

MR. C. P. THOMAS (*Nominated*): Sir, in rising to support the motion brought forward by my friend Mr. Joseph, I have only to express my agreement with the general ideas given out by him, namely, that there is need for associating the non-official public with the general

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[Mr. C. P. Thomas.]

administrative policy of education. Since the Government have made a promise that the whole question of educational policy would receive their attention and that a committee to enquire into the matter would soon be constituted, I do not want to press that point further at the present moment.

With regard to the working of the Vernacular schools department I wish to speak a few words about the allegation vaguely made by one of the members of this House. In regard to the appointments made by the Inspector of Vernacular Schools, the allegation was that appointments were not made according to the claims of the acting men in the department. First of all, Sir, it would not always be advisable, in the interests of efficiency and good teaching and other aspects of the question, that an officer, who has got the discretion to make appointments, should be simply guided by the comparative lengths of the acting services of the applicants. I may also point out that that is not done in any of the departments of the State. I do not know whether, in any department, there is a reliable record of the acting periods of the various persons that might have acted in the departments.

MR. K. P. NILAKANTA PILLAI (*Chirayinkil*): May I know whether, in the history of any department in Travancore up to the present day, the member has heard of something like three hundred teachers being disbanded all on a sudden and sent out of their jobs?

MR. C. P. THOMAS (*Nominated*): But I must say that there is no other department in the State where there are so many subordinates likely to be disbanded in that way.

MR. K. P. NILAKANTA PILLAI (*Chirayinkil*): May I know the number of teachers in the Secondary schools in the department?

MR. C. P. THOMAS (*Nominated*): I have not got the figures now.

MR. K. P. NILAKANTA PILLAI (*Chirayinkil*): Is the member speaking from his imagination?

MR. C. P. THOMAS (*Nominated*): I have already stated that since there is no other department where there are so many subordinates, there could have been no occasion, in regard to any of the other departments, to send away such large number of subordinates. Sir, I remember having had an occasion to talk with the Inspectress of Schools in regard to the appointment of certain teachers; and then I enquired whether the appointments were not made according to the length of the acting periods. The officer made me understand that she never thought of doing it. She said that it was not practicable nor desirable that appointments should be made strictly on the comparative lengths of the acting periods.

MR. K. P. NILAKANTA PILLAI (*Chirayinkil*): May I know whether it was on account of the question of efficiency or inefficiency that these teachers were disbanded?

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MR. C. P. THOMAS (*Nominated*): I am simply saying that it may not always be advisable to give appointments simply on the comparative lengths of the acting periods.

MR. K. P. NILAKANTA PILLAI (*Chirayinkil*): May I know whether even if it is a question of efficiency, it could be said that all these disbanded teachers were inefficient?

MR. C. P. THOMAS (*Nominated*): I do not know. No representation was made to me about that.

I have also to point out that this might have been necessary to adjust and make up for the injustices that might have been done to particular teachers on previous occasions.

MR. K. P. NILAKANTA PILLAI (*Chirayinkil*): May I know whether, it is the opinion of the member that, to adjust the injustices of the several employees of the several departments in the State, the same sort of action should be taken in other departments also?

MR. C. P. THOMAS (*Nominated*): I only say that it might have been necessary for this particular officer to do so. I have not got any information as to what exactly he did. My only point is that it is necessary for us to take that aspect also into consideration. I think, Sir, in the case of other departments also, wherever possible, such injustices have to be rectified.

MR. K. P. NILAKANTA PILLAI (*Chirayinkil*): May I know whether, if that is done, there will be any safety in regard to the poor people who enter service?

MR. C. P. THOMAS (*Nominated*): So long as the interests of public service are not affected, such injustices should be rectified.

Then again, Sir, this act on the part of the Inspector of Vernacular Schools might have been necessitated in order to take in more men from the backward and unrepresented communities.

MR. K. P. NILAKANTA PILLAI (*Chirayinkil*): May I know whether the member is now in a position to say as between two individuals, one disbanded from service and another appointed in his place, who was efficient and who was not?

MR. C. P. THOMAS (*Nominated*): The applications were not placed before me and I am not in a position to give any opinion on individual cases. I am simply speaking on the allegation in its general aspects.

Therefore, in regard to the appointments made by this officer, I would request the House and the Government to take into consideration these various aspects of the question.

MR. K. K. THOMAS (*Kottayam*): Sir, I agree generally with the motion brought forward by Mr. Joseph. The main purpose of his motion is to draw the attention of the House to the necessity for the establishment of a Board consisting of non-officials and certain representative officials like the Director of Agriculture and the Director of Industries. I think that that may be a right move in the right direction. The red-tapism or routine, to which the department has been

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[Mr. K. K. Thomas.]

lately subjected, will be removed in a way and fresh blood will be infused into the activities of the department.

Then, with regard to the point pointedly raised by my friend Mr. K. P. Nilakanta Pillai, let me point out, Sir, that at the Budget Session last year we heard encomiums poured upon the officer by the then Director of Public Instruction. He stated, Sir, that the whole department was till then in a sort of chaos and that it was only by the herculean efforts put forth by the present Inspector of Vernacular schools that some sort of system was achieved. In fact, judging from the number of teachers that are employed in these Vernacular schools, one can very easily imagine how difficult it would be to control and direct the department and to give *at the same time* employment to several acting men without any sort of list showing the relative ranks of the acting men. It was with the greatest difficulty that the Inspector of Vernacular Schools managed to prepare a list of these acting men. That was what the Director told us last year. There are also various circulars of the Government and of the department, and the distinct opinion of the House in which communal representation was insisted upon. The Inspector of Vernacular Schools had also to give effect to these numerous Circulars. Besides, as has been pointed out by my Tamilian friends, the Inspector of Vernacular Schools had to post Tamil-knowing teachers in the Tamil districts? And this might have necessitated the disbanding of some acting men. The Inspector had also to appoint more men from the unrepresented classes. There is no regularised system of appointments in the case of any other department.

MR. K. P. NILAKANTA PILLAI (*Chirayinkil*): May I know—

MR. K. K. THOMAS (*Kottayam*): I am not prepared to answer him now.

Considering the question of appointments in other departments, I know, as a matter of fact, that there is absolutely no regularised system in the case of any of them. No such principle is followed in the Excise Department, in the Revenue Department or in any other department. They do not even respect this acting claim. When a person, who had already acted for even *two months* or more, goes to the officer and mentions his acting claim, the officer says 'I now rest upon efficiency'. After all, what is the test of efficiency? In most cases, it is considered to be nothing else but minimum qualification. That being the case, I think, if an officer has attempted to show some regard to the orders passed by the Government and by the head of the department, in the matter of giving adequate representation to the unrepresented communities, that officer has to be praised and given sufficient impetus in his work. It is always the fate of those who try to do real justice, to be maligned, persecuted or even crucified. If one of the officers in the State is found to do his duty fearlessly, it is but natural, in the present state of Travancore, that a few people cast aspersions upon such an officer; and, in the guise of a regular motion, allegations against him are smuggled in, without any foundation.

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MR. K. P. NILAKANTA PILLAI (*Chirayinkil*): May I know—

MR. K. K. THOMAS (*Kottayam*): I said I will not answer him now.

MR. K. P. NILAKANTA PILLAI (*Chirayinkil*): May I know whether he is in a position to convince the House the other way before he makes that allegation?

MR. K. K. THOMAS (*Kottayam*): I am not going to answer him now.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): Can a conversation go on between two members?

MR. K. K. THOMAS (*Kottayam*): I am sorry.

An officer who is trying to do his work fearlessly is very often ill-treated and maligned. That is the position to which public life in Travancore has degenerated at present.

Now, with regard to the appointments, my friend has been telling us that they went to nearly three figures. So far as I have been able to gather, I understand that the number comes only up to 100. In a department where there are over 6,000 teachers and where regular graded appointments are not possible in the face of a number of Government circulars and in the face of the opinion expressed by this Council, it is but natural that there are complaints here and there, especially when the officer has been trying to do his duty fearlessly. In the interests of the department, in the interests of the country as a whole, we will not be justified in blaming the officer concerned if the claims of all the numerous acting men are not taken into account. So far as we have been able to gather, Sir, this particular officer is being praised everywhere in the country. Anybody who has had occasion to travel from one end of the country to another can testify to this. I do not think there is any other officer in the State who is spoken of so highly as the Inspector of Vernacular Schools. (*Hear, hear.*) The progress of Vernacular education in this country is mainly due to that officer and to the late Deputy Director Mr. Ramaswami Aiyar.

MR. P. K. NARAYANA PILLAI (*Ambalpuzha*): Sir, I beg to oppose the motion, for the reason that Mr. Joseph, the mover of the motion, ultimately wound up by saying that he had only an idea to offer and nothing like a concrete scheme.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): May I know whether the member has understood that my chief object in bringing up this motion was to point out the unsatisfactory working of the present system of direction and to suggest the appointment of a committee or the calling of a conference to consider the entire matter?

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): Yes, I said it was only an idea that the member put forward and not a definite scheme. If I am wrong, I beg his pardon; all the same, I continue to oppose the motion.

MR. A. K. PILLAI (*Karunagapalli*): Is he aware that Mr. Joseph was not entrusted with the task of presenting a scheme?

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MR. P. K. NARAYANA PILLAI (*Ambalapuzha*) : Unless there is a scheme before the House, I am not able to support the motion. That is all. (*Laughter.*) I am not in the least particular that he should present a scheme or an idea or the semblance of an idea. All that is entirely left to him. And it is equally left to me to support or oppose the motion.

So then, that is the motion. But the motion did not last there. It had a deflection. And, in fact, it is the branch that has over-topped the parental stem. The motion may be practically dubbed, the Veranacular School Inspector's motion (*Laughter*) something like Jenkin's Ear War in English History. On account of the ear or ears of Jenkins, the English nation was excited to go to war. I have to make one observation with respect to this digression. After the learned Director made the statement that the whole matter is under the consideration of the Government, I thought the matter is not worth being discussed in this House. It is like a pending case. When a case is pending before a court of law, even our journalistic knights-errant are prohibited from commenting upon that case, because it will unnecessarily prejudice or support the case, before the proper tribunal. This aspect of the question was thrown to the winds, and the House seems to have lashed itself into fury into two camps, one supporting Mr. Cheriyan and the other attempting to attack him. That was a very unfortunate digression. And I am very sorry to make that observation, especially in view of the fact that this House and its members should concern themselves not with the justifiability or unjustifiability of the acts of subordinates of each department, but of the actions of the Government with respect to their course and conduct. (Mr. A. K. Pillai : *Hear, hear.*) It was as if there was a case pending before this House in which advocates should appear and submit their arguments. It is an extremely sickening spectacle to witness that sort of discussion. We members of this House are expected to consider only the action of Government in its various aspects. If, as a matter of fact, the Inspector of Vernacular Schools had been unjustly punished or unjustly left off, it would have been proper to discuss the matter with respect to the action of the Government. (Mr. A. K. Pillai :Quite so.) Instead of doing that, we listened to an amount of discussion based unfortunately not upon facts. When challenged, the mutual opponents with respect to the particular branch of the discussion said they had no facts. My friend Mr. C. P. Thomas said occasions would arise when even seniority of service will have to be ignored for the purpose of doing justice. Has any such occasion arisen is the question. The discussion was going on upon general, hazy and illusory topics. What the benefit of this discussion is, I am unable to understand. There would have been grace had they been so good as to recognise the well-established principle that when a matter is pending with a particular authority for decision, they should neither prejudice nor support that particular matter so as to divert the authority from the proper course he is to adopt. No doubt, we know Mr. Cheriyan, the reputation of Mr. Cheriyan

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how it has been viewed by the Government and how people have been viewing it. So far as public opinion is gatherable, all these are before the Government, and I am sure that upon the decision of the Government, it will be open to us to consider the decision with respect to the course Mr. Cheriyan has been following. Beyond that, I am sorry to say it is entirely out of order to have discussed the matter in the light in which it has been done.

MR. C. P. THOMAS (*Nominated*): Will the member recommend the matter being deleted from the proceedings of the House?

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): Certainly, I am prepared to recommend it if, the President would allow it. If the President has authority to delete it, I can make a humble request to him; if the President has not that power, the matter will be in the proceedings.

MR. V. SUBBA AIYAR (*Nominated*) (*Deputy President*): Sir, I very much regret I have also to say a few words in this matter. I do not certainly envy the Chief Engineer or the Director of Public Instruction for the amount of labour that they must have spent upon the very large number of cut motions which were placed in the agenda. The Chief Engineer got off very easily, because we were only at the second motion yesterday and the other motions lapsed. I belive Mr. Stephenson had to prepare answers for over 67 motions, and we are yet with the second of them. The unfortunate thing is that both yesterday and to-day we have not been able to cut a single rupee and the heads of departments are laughing in their sleeves that they had been let off so easily.

One particular matter which I wish to refer to is the digression that the question has taken. If matters which have been introduced here today are to be introduced in a discussion, I beg to say, Sir, public service is not worth having, because we are here to condemn an officer when he is absent and when he is not in a position to defend himself. The proper way in such a case would be to approch the Director of Public Instruction and complain to him of any particular subordinate and if he does not take action then to go to the Government. Instead of that, to attack an officer in a round-about manner when we are at the Direction question, I beg to submit, is rather unfair to the officer, and we are going very far from the main issue of the case.

MR. K. P. NILAKANTA PILLAI (*Chirayinkil*): May I know from the learned Deputy President whether he was present here when encomiums were poured upon the very same officer during the last session of the Council?

MR. V. SUBBA AIYAR (*Nominated*) (*Deputy President*): Yes. What I beg to say, Sir, is that in a matter of this kind we ought not to go into, as Mr. P. K. Narayana Pillai pointed out, the question about subordinate officers. We are concerned with the policy of the Director. Mr. K. P. Nilakanta Pillai wound up his speech by saying that to bring his speech into conformity with the ruling, he would say the

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[Mr. V. Subba Aiyar.]

Director has been neglecting his duty. That, Sir, is transgressing the limits and if discussion is allowed, there would be 25 members, speaking on each side. The result would be that the time of the Council would be wasted. And therefore I beg to say that such a digression is unnecessary and detrimental to the interests of any officer. I am not holding a brief for Mr. Cheriyan or any other officer. I treat him like any other officer. I say, if officers were to be dragged into this Council and charged with certain irregularities especially when they are not in a position to defend themselves here, I do not think it will be fair to the officer concerned to allow the discussion to proceed.

MR. K. SIVARAMA PANIKKAR (*Shertallai*): Sir, Mr. K. I. Joseph introduced this motion by making a distinct division of the directorate into two units, one the administrative side and the other directing the policy of the department, thereby suggesting that the policy of the department could be controlled by a Board of Directors and the administrative side left with a Secretary. In the course of his speech, he seems to have stated that a Board consisting of 3 Directors instead of one to direct the policy of the department which again as at present with a number of non-officials should be guided by an inspecting officer. This is certainly an anomalous position, and I should say that the details which he was discussing here I cannot agree to. But, that there should be some definite change introduced in the administration as well as in the direction of the policy of the department nobody denies, and the Director has assured us that some change would be made in the future. So, a discussion on that subject is not needed further. As for the allegations made by Mr. K. P. Nilakanta Pillai about an officer, I should admit that I am not in a position to say anything definite in the matter because the facts of the case are not placed before us. In the absence of definite facts, we cannot say anything about the officer one way or the other. However, we have had some knowledge of the officer last time in the Council when some members of the House were pouring encomiums upon him. It is not even one year since that incident took place and now the same officer is condemned by some and praised by others. It is not fair to say, as Messrs. Subba Aiyar and P. K. Narayana Pillai pointed out, anything about an officer especially when he is not in a position to defend himself. So far as I have been able to know something about Mr. Cheriyan,—I should admit that I have had a very intimate knowledge of the gentleman recently in connection with the Vernacular School Teachers' Salaries Committee working as colleagues—I should say that such things cannot be heard of such an officer. It is not possible that such things can occur with regard to him and we know as a matter of fact there were several complaints regarding the postings of teachers of the Vernacular schools. Those complaints have been tackled effectively by him. Go to his office and there you will see a system, a regularity. Enquire about any teacher, he is able to give you his whole history. Enquire about a particular school, he is able to give you the plan, the sketch and the whole thing in regard to the school

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And there are also charts, maps and everything there which will facilitate to give you any additional information required. I have gone to his office and studied a good deal about the Vernacular education of the country. His management is very satisfactory. About the appointments now in question, I am not able to say anything, because we are not in possession of definite facts. If, as Mr. K. P. Nilakanta Pillai has put it, he has appointed certain people ignoring the services of others, certainly it is a fact which could not be justified. But we must also see how many such acting men were there, how many vacant posts were there and if it was possible to introduce all those men who have acted in that department at least once in a way. Has he not appointed any acting men? All these things have to be considered and in the light of these facts, if there is any injustice, it should not be overlooked. And I personally believe that Mr. Cheriyan would not have done such things, and therefore I say it was not very fair to have said anything about that officer.

Mr. T. J. MATTHEW (*Changanachery* cum *Peermade*): From the printed list given to us, I find that there are 69 or 70 motions tabled for discussion to-day, and it is very regrettable that out of these cut motions we are able to discuss only one or two. Every member seems to be speaking about what he wants in the first or second motion. And we did not come to any definite issue upon any of the motions. The subject now under discussion or the subject that Mr. Joseph started related to the administration of the Education Department. I had also tabled certain motions for discussion regarding the administration of the Education Department and several other matters; but I find on looking at the clock that it will not be possible for me to say what I have to say. Therefore, I have also to follow my brothers and wish to say what I want by somehow connecting it with the motion now under discussion. What I want to say is about the attitude of the Education Department towards private institutions. Sir, the policy of Government for a very long time past, I should say beginning with the time of Dewan Mr. Ramaiengar, has been that greater encouragement must be given to private enterprise and that the Government must not rely upon the co-operation and combination of the local bodies and the public in general, rather than spending larger sums upon education. This year, I find from the budget that a sum of Rs. 49·16 lakhs has been allotted for education. This is even an advance upon the last year's budget amount. Sir, you state in your Administration Report for 1101 that we are now spending about 37½ lakhs of rupees on education and that it is not possible to spend anything more lavishly and that it would be better to encourage private enterprise at least as regards English education. In the year 1919, the Education Expenditure Committee was appointed and they reported to the Government that encouragement must be given to private institutions. They even went to the extent of recommending that out of the 16 English High Schools then in existence, the Government must retain only six, and must hand over the remaining 10 into the hands of competent private bodies. Government unhesitatingly accepted the first part of the recommendation. With regard to the

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[Mr. T. J. Matthew.]

second, they qualified it by saying that the existing schools will be handed over to private agencies only if the Government are convinced that efficiency will not suffer and that each case has to be decided on its own merits.

Though this policy has been enunciated several years ago, I find very little encouragement given to this policy by the officers of the department. No doubt, the Government have reiterated the policy again and again, but neither the Director nor his subordinates seem to have paid any considerable attention to it. On the contrary, I find now an attempt on the part of the officers of the Education Department to strangle private enterprise. I understand that recommendations have even been made either to the Director or the Government that the existing private schools, about 8 or 10, should be closed and recognition withdrawn from them. Interpellations have been asked about the reasons for these recommendations, but I understand they have not been answered. If the working of the private schools is inefficient, I have no complaint and some action must be taken. But a sympathetic method of dealing with those institutions is, not to take away their recommendations all at once, but to point out those defects and ask them to remedy those defects. This attitude of repression, as I would call it, is indeed regrettable. They are deliberately violating the policy of the Government. I understand that in certain cases a recommendation was sent to the Director saying that a certain school at Muttam in the Mavelikara taluk the recognition should be withdrawn. The reasons were that the school was under the shadow of a church and the Verandah of the school building was only four feet wide. The innocent Director innocently sent the recommendation to the Government that the recognition of the school may be withdrawn. The Government made the enquiry and found that the school was 200 yards away from the church and moreover it was also found that the verandah was five and a half feet in width. But I cannot understand why this deliberate misrepresentation was made unless it be to stifle private enterprise.

MR. A. J. JOHN (*Vaikam*): I wish to say a few words about the attitude of the Education Department towards grant-in-aid institutions. From the Administration Report of 1101, we find that there are 211 English schools in the State, of which 42 are Government institutions with a strength of 15,734 and 169 private institutions with a strength of 29,534. The net expenditure on departmental English schools is Rs. 2,20,298, and the total amount of grant to English schools will be Rs. 1,09,181. In the case of departmental schools, all the buildings also have to be constructed by the Government. Some schools like the Vanchiyur school may cost to the Government more than 5 lakhs of rupees. In the case of private schools, the buildings are generally constructed by the Managers themselves. In 1101, the total building grant sanctioned for private schools is only Rs. 1,812. On account of the rise in expenditure, the Education Expenditure Committee was appointed in 1919 and as a result of the report of that committee, the Government

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passed orders in April 1921 to the effect that " their policy is to only help on private enterprise more and more in regard to English Education."

In the Departmental Administration Report of 1101 the Government state as follows :—

"Government are now spending about Rs. 57·12 lakhs or nearly 17 per cent. of the State Revenue on education and as it is impracticable to spend from general revenue more lavishly than at present, the further development of education in the country will have to depend more largely on private enterprise and this the Government are encouraging by a system of liberal grants-in-aid".

This is the declared policy of the Government. But what is the policy of the department especially that of the Inspector of English schools towards grants-in-aid schools? From the answers given by Mr. Stephenson on Tuesday last, it could be inferred that the Education Code is strictly applied to private schools, but not so to departmental schools. My information is that the present Inspector of English Schools is persecuting the managers who are already conducting the school and creates all sorts of obstructions in the way of opening more schools. He creates troubles in the matter of giving maintenance grant, fee concession grants, etc. to private schools ; and creates communal tension even in village parts and treats the managers as paid servants. Almost all the managers are suffering much on account of the unsympathetic attitude of the Inspector of English Schools. If the managers bring the matter before the attention of the Director, he may not find it possible to take any action. The managers fearing the trouble and expense involved and fearing that by some way or other the Inspector may manage to withdraw the grant or recognition, submit to this kind of unsympathetic treatment of the Inspector without protest.

If the Government will kindly call for a statement of the hardships the managers are suffering from under the rule of the present Inspector of English Schools, they will understand the situation.

MR. K. SIVARAMA PANIKKAR (*Shertallai*) : Will the member please specify certain instances ?

MR. A. J. JOHN (*Vaikam*) : My friend Mr. Matthew has specified certain instances ?

MR. K. SIVARAMA PANIKKAR (*Shertallai*) : But is he in a position to specify any instance ?

MR. A. J. JOHN (*Vaikam*) : I shall supply the information, if the member is so very particular, outside the Council, not in the Council.

MR. K. SIVARAMA PANIKKAR (*Shertallai*) : I hope the information that the member is going to supply is not private and cannot be given in this Council.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*) : Sir, in moving the motion, I had made certain general suggestions regarding the policy and administration of the Education Department. But, relevantly or irrelevantly, certain other items were brought to the notice of the House. The chief point was as regards the appointments made by the Inspector of Vernacular Schools. The question of appointments is really a vexed one. In reply to a question of Mr. Habeeb Mahomed, the Chief

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[Mr. K. I. Joseph.]

Secretary said this morning with reference to the appointments made in the Secretariat and Account Office that it was not possible to adhere strictly to the length of acting service of clerks. If the claims of acting men even in these two offices where the number of appointments is so limited, one can easily understand the position of an officer who has to deal with an army of more than five thousand.

Mr. Nilakanta Pillai said that the claims of acting men were disregarded in the case of appointments numbering to three digits. A figure of three digits may be one hundred or a little more. For one hundred also, I believe is a figure of three digits.

MR. K. P. NILAKANTA PILLAI (*Chirayinkil*): May I know whether the member is replying to me?

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): No, I am only speaking what I have to say on the subject. The member of the Council and people outside have been bringing to the attention of the Government the claims of backward communities. In considering their claims, it may be that the claims of some acting men were not considered. When the present Inspector of Vernacular Schools took charge, conditions were much worse. At that time, there were men with more than ten years' acting service who never got a permanent appointment. Under such circumstances, he tried his best to deal justly with the claims of all and he has been able to redress the grievances of a large number. It is only with respect to a limited number that the present question arises. If, in accordance with the suggestions made in the Council and the Assembly, the Inspector has made the appointments, it is entirely within the discretion of the Inspector of Vernacular Schools. So much I say in regard to this point.

As regards the other points, no one said anything against my motion except Mr. P. K. Narayana Pillai who opposed it on the ground that I have not brought forward any definite scheme. If Mr. Narayana Pillai wants a definite scheme, I may do so. But my chief object in making this motion was to invite the attention of the Government to appoint a committee or to convene a conference of efficient persons to consider the educational matters. The Director of Public Instruction has not given any definite reply to this. He has simply said that the matter will be considered. The Director may have an honest idea of considering these matters now. But after the Council is over, these considerations are likely to be passed over for other things. He may perhaps call for a report of the Inspector and rely upon that report for his decision. If the Director will assure that the matter will be considered in a reasonable time, say within six months, I shall withdraw the motion. Otherwise, I will have to press the motion.

MR. J. STEPHENSON (*Director of Public Instruction*): Sir, my position is that with the assurance given by the President on the last motion, this motion should not be pressed.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): This motion is entirely a different motion. My point is about the appointment of a committee or the convening of a conference.

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MR. J. STEPHENSON (*Director of Public Instruction*): As regards the questions raised on the previous motion, the President, on behalf of the Government, said that the matter would be considered. The question whether the Government will appoint a committee or not will be decided. I am not able to say now whether a committee will be appointed. But if the acceptance of this motion means that the Government commit themselves now to the appointment of a committee, I must oppose it. With regard to the main part, I have nothing further to add.

With regard to the large off-shoot, as referred to by Mr. P. K. Narayana Pillai, I have nothing to say at all. But with regard to another point which has cropped up, there is one thing which I would like to speak about if there is time. I refer to the point raised by Mr. Kallur Narayana Pillai. He made certain allegations with regard to my relationship with the various colleges—that I have shown certain preferences to one college over another. In regard to that, which is a personal matter, I must say that neither deliberately nor, I think by inadvertence, was any preference shown to any college.

Mr. Kallur Narayana Pillai referred to three or four matters connected with one college, but I will deal with one only. The allegation is—and some such allegation was also made in the general discussion on the budget—that the English School Leaving Examination was so conducted that the results worked to the detriment of one college. A professor in one college is the Chairman of the Board of Examiners and also an examiner and the suggestion is that in some way or other he used his position to harm another college. I had better be plain. As far as I can make out, the matter lies between Mr. Chandrasekharan and Mr Rangaswami Aiyangar. Mr. Chandrasekharan is the Chairman of the Board of Examiners and he was in charge of the History papers for the English School Leaving Examination.

MR. W. H. PITT (*Commissioner of Police*): I rise to a point of order. I think the member has exceeded his time. I would like to know how many minutes more he has got.

PRESIDENT: There are about three minutes.

MR. J. STEPHENSON (*Director of Public Instruction*): The allegation is that Mr. Chandrasekharan in some way manipulated—not manipulated—I can't say that—so ordered the examination that unfairness was done to the candidates.

MR. K. P. NILAKANTA PILLAI (*Chirayinkil*): May I know from the Director of Public Instruction whether he recommended to the University making suggestions about publishing a supplementary list? May I know how he was unable to give effect to his own recommendation when he was given a free hand in the matter by the University?

MR. KAYALAM PARAMESVARAN PILLAI (*Additional Head Sirkar Vakil*): I think, Sir, that the question does not arise within the scope of Mr. Stephenson's speech.

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MR. K. SIVARAMA PANIKKAR (*Shertallai*): In the Science College, according to the latest *Civil List*, there are only seventeen Demonstrators whereas in the Budget this year and last year there are 18 Demonstrators. May I know how this discrepancy arose?

MR. J. STEPHENSON (*Director of Public Instruction*): I have not got the information here.

MR. T. J. MATTHEW (*Minachil* cum *Devicolam*): Has the Director anything to say about the charge I have made against the department?

MR. K. SIVARAMA PANIKKAR (*Shertallai*): I have not finished my question. If he is not willing to give the answer now, will he note this fact? In the last year's budget, there was provision for eight Assistant Professors but the money allotted in the budget is for nine Assistant Professors.

MR. C. P. TARAKAN (*Kunnatnad*): It is time, Sir.

PRESIDENT: The time allotted for the discussion of Demand II has expired. Do you press your motion, Mr. Joseph?

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): I would press the motion unless the Government agree to the appointment of a committee or to the convening of a conference.

PRESIDENT: Mr. Joseph must be aware that in a public pronouncement I made, as Dewan, to the representatives of the people, I made it plain that the Government would utilise a committee or some other agency to go into the question of the educational system of Travancore. Those are, as far as my recollection goes, the words I used. And those words still hold good.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): On the assurance that a committee or other agency will be constituted and believing that it will be done at the earliest possible opportunity, I withdraw the motion.

The motion was, by leave of the House, withdrawn.

Motions 50 to 114.

The following motions lapsed on account of the time-limit:

MR. A. J. JOHN:

50. To reduce the allotment of Rs. 17,980 for Direction by Rs. 100.

MR. K. P. NILAKANTA PILLAI:

51. To omit the allotment of Rs. 440 for two temporary clerks under Inspectors Establishment.

MR. T. J. MATTHEW:

52. To reduce the allotment of Rs. 32,811 for establishment by Rs. 5.

MR. A. J. JOHN:

53. To reduce the allotment of Rs. 15,312 for travelling allowances by Rs. 1,000.

MR. T. J. MATTHEW:

54. To reduce the allotment of Rs. 15,312 for travelling allowances by Rs 500.

MR. K. I. JOSEPH:

55. To reduce the allotment of Rs. 82,313 for Inspectors by Rs. 100.

MR. KALLUR NARAYANA PILLAI:

56. To reduce the allotment of Rs. 9,430 for Inspectresses-Establishment by Rs. 100.

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MR. K. I. JOSEPH :

57. To reduce the allotment of Rs. 996 for rent by Rs. 10.

MR. KALLUR NARAYANA PILLAI :

58. To reduce the allotment of Rs. 18,100 for Inspectresses by Rs. 100.

MR. K. I. JOSEPH :

59. To reduce the allotment of Rs. 18,100 for Inspectresses by Rs. 100.

MR. K. P. NILALANTA PILLAI :

60. To reduce the allotment of Rs. 1,18,393 for Controlling Agencies by Rs. 100.

MR. C. P. THOMAS :

61. To reduce the allotment of Rs. 1,18,393 for Controlling Agencies by Rs. 100.

MR. KALLUR NARAYANA PILLAI :

62. To reduce the allotment of Rs. 1,18,393 for Controlling Agencies by Rs. 100.

MR. A. K. PILLAI :

63. To reduce the allotment of Rs. 1,18,393 for Controlling Agencies by Rs. 100.

MR. K. I. JOSEPH :

64. To reduce the allotment of Rs. 38,500 for Laboratory charges by Rs. 10,000.

MR. A. J. JOHN :

65. To reduce the allotment of Rs. 19,000 for purchase and repair of furniture by Rs. 18,000.

MR. G. NARAYANA PILLAI :

66. To reduce the allotment of Rs. 19,181 for the College of Arts by Rs. 10.

MR. K. SIVARAMA PANIKKAR :

67. To reduce the allotment of Rs. 19,181 for the College of Arts by Rs. 10.

MR. KURANDIPALLIL R. RAMAN PILLAI :

68. To reduce the allotment of Rs. 1,67,480 for Collegiate Education by Rs. 10.

MR. K. SIVARAMA PANIKKAR :

69. To reduce the allotment of Rs. 1,67,480 for Collegiate Education by Rs. 10.

MR. A. J. JOHN :

70. To reduce the allotment of Rs. 1,67,480 for Collegiate Education by Rs. 100.

MR. A. K. PILLAI :

71. To reduce the allotment of Rs. 1,67,480 for Collegiate Education by Rs. 100.

MR. K. I. JOSEPH :

72. To reduce the allotment of Rs. 1,67,480 for Collegiate Education by Rs. 100.

MR. A. J. JOHN :

73. To reduce the allotment of Rs. 2,16,697 for English High Schools for Boys by Rs. 100.

MR. K. I. JOSEPH :

74. To reduce the allotment of Rs. 2,16,697 for English High Schools for Boys by Rs. 100.

MR. KALLUR NARAYANA PILLAI :

75. To omit the allotment of Rs. 3,500 for boarding charges under English Middle School for Boys.

MR. K. SIVARAMA PANIKKAR :

76. To reduce the allotment of Rs. 7,800 for temporary teachers by Rs. 1,950.

MR. G. NARAYANA PILLAI :

77. To reduce the allotment of Rs. 7,800 for temporary teachers by Rs. 1,950.

MR. A. J. JOHN :

78. To reduce the allotment of Rs. 2, 11,571 for Graduate teachers by Rs. 100.

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MR. T. J. MATTHEW:

79. To reduce the allotment of Rs. 5,45,580 for English School Education by Rs. 5.

MR. KURANDIPALLIL R. RAMAN PILLAI:

80. To reduce the allotment of Rs. 5,45,580 for English School Education by Rs 10.

MR. C. P. KOCHUKUNJU PILLAI:

81. To reduce the allotment of Rs. 5,45,580 for English School Education by Rs. 10.

MR. K. P. NILAKANTA PILLAI:

82. To reduce the allotment of Rs. 5,45,580 for English School Education by Rs. 100.

MR. C. P. THOMAS:

83. To reduce the allotment of Rs. 5,45,580 for English School Education by Rs. 100.

MR. K. I. JOSEPH:

84. To reduce the allotment of Rs. 5,45,580 for English School Education by Rs. 100.

MR. C. P. KOCHUKUNJU PILLAI:

85. To reduce the allotment of Rs 2,07,300 for Vernacular Primary Schools for Girls by Rs. 10.

MR. K. P. NILAKANTA PILLAI:

86. To reduce the allotment of Rs. 40,500 for Lump Provision by Rs. 32,000.

MR. KALLUR NARAYANA PILLAI:

87. To omit the allotment of Rs. 32,000 for the appointment of additional teachers, etc, in Vernacular Schools for Boys.

MR. KURANDIPALLIL R. RAMAN PILLAI:

88. To reduce the allotment of Rs. 16,98,760 for Vernacular School Education by Re. 1.

MR. K. P. NILAKANTA PILLAI:

89. To reduce the allotment of Rs. 16,98,760 for Vernacular School Education by Re. 1.

MR. G. NARAYANA PILLAI:

90. To reduce the allotment of Rs. 16,98,760 for Vernacular School Education by Rs. 10.

MR. K. SIVARAMA PANIKKAR:

91. To reduce the allotment of Rs. 16,98,760 for Vernacular School Education by Rs. 10.

MR. KALLUR NARAYANA PILLAI:

92. To reduce the allotment of Rs. 16,98,760 for Vernacular School Education by Rs. 100.

MR. K. I. JOSEPH:

93. To reduce the allotment of Rs. 16,98,760 for Vernacular School Education by Rs. 100.

MR. A. J. JOHN:

94. To reduce the allotment of Rs. 16,98,760 for Vernacular School Education by Rs. 100.

MR. KALLUR NARAYANA PILLAI:

95. To reduce the allotment of Rs. 19,300 for Sanskrit College by Rs. 100.

MR. K. P. NILAKANTA PILLAI:

96. To omit the allotment of Rs. 7,900 for Special School for Malayala Brahmins.

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MR. A. K. PILLAI:
97. To reduce the allotment of Rs. 65, 640 for Special School Education by Rs. 10.

MR. K. I. JOSEPH:
98. To reduce the allotment of Rs. 17,808 for Hostels by Rs 10.

MR. A. J. JOHN:
99. To reduce the allotment of Rs. 17,808 for Hostels by Rs. 100.

MR. KURANDIPALLIL R. RAMAN PILLAI:
100. To reduce the allotment of Rs 10,00,000 for grants-in-aid by Rs. 1,00,000.

MR. K. P. NILAKANTA PILLAI:
101. To reduce the allotment of Rs. 10,00,000 for grants-in-aid by Rs. 50,000.

MR. T. J. MATTHEW:
102. To reduce the allotment of Rs. 10,00,000 for grants-in-aid by Rs. 5.

MR. A. J. JOHN:
103. To reduce the allotment of Rs. 10,00,000 for grants-in-aid by Rs. 5.

MR. K. I. JOSEPH:
104. To reduce the allotment of Rs. 10,00,000 for grants-in-aid by Rs. 5.

MR. K. P. NILAKANTA PILLAI:
105. To reduce the allotment of Rs. 1,897 for establishment under sale of Malayalam Readers and copy books by Rs. 55.

MR. G. NARAYANA PILLAI:
106. To reduce the allotment of Rs. 3,400 for the sale of Malayalam Readers and copy books by Rs. 5.

MR. K. I. JOSEPH:
107. To reduce the allotment of Rs. 3,400 for the sale of Malayalam Readers and copy books by Rs. 5.

MR. K. P. NILAKANTA PILLAI:
108. To reduce the allotment of Rs. 14,20,108 for Miscellaneous by Rs. 100.

MR. T. J. MATTHEW:
109. To reduce the total allotment of Rs. 40·16 lakhs under Demand II by Re. 1.

MR. K. P. NILAKANTA PILLAI:
110. To reduce the total allotment of Rs 40·16 lakhs under Demand II by Rs. 100.

MR. C. P. THOMAS:
111. To reduce the total allotment of Rs. 40·16 lakhs under Demand II by Rs 100.

MR. C. P. TARAKAN:
112. To reduce the total allotment of Rs. 40·16 lakhs under Demand II by Rs. 100.

MR. KALLUR NARAYANA PILLAI:
113. To reduce the total allotment of Rs. 40·16 lakhs under Demand II by Rs. 100.

MR. A. K. PILLAI:
114. To reduce the total allotment of Rs. 40·16 lakhs under Demand II by Rs. 100.

The question that a sum of Rs. 40·16 lakhs be granted under Demand II—Education—was put and carried.

The grant was made.

The Council adjourned at 5·18 P. M.

T. P. RAMASUBBA AIYAR,
Secretary to the Legislative Council.

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